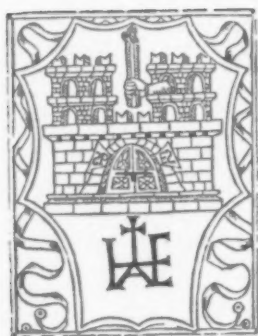


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# THE LIBRARY QUARTERLY



VOLUME II · APRIL 1932 · NUMBER 2  
THE UNIVERSITY OF CHICAGO PRESS

# THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

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# THE LIBRARY QUARTERLY

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## THE BRITISH LIBRARY ASSOCIATION CONFERENCE

THE annual conferences of the Library Association are held either in university towns or in such seaside or inland watering places as have active municipal libraries, since these alone provide accommodation for the number of members attending, which in the last two years has been well over a thousand—a number not comparable with the great numbers of the American Library Association, but yet a great advance on those of very recent years, before the policy of “the one big union” had been pressed forward in answer to Lord Elgin’s stimulating words at Edinburgh in 1927. This year the invitation came from Cheltenham, in Gloucestershire, a spa town on the edge of the Cotswold hills, which succeeded Bath in the earlier nineteenth century as the fashionable playground of society and is still a town of great architectural charm, though it rose too late for the building of the great period. It has also been, for the last three quarters of a century, a home of great schools, both for boys and girls. The conference was held during the week commencing August 31. The president of the closing year, who had entered upon office at the 1930 conference at Cambridge, was Mr. Louis Stanley Jast, who at the end of this year retires from his post as chief librarian of the Manchester City Library; he is succeeded by Lieutenant Colonel John Malcolm Mitchell, secretary of the Carnegie United Kingdom Trust for the last dozen years.

Colonel Mitchell's presidential address, which is printed in full in the September number of the *Library Association record*, was a retrospect and a forecast, drawn from his knowledge, more comprehensive perhaps than any other single man's, of the progress of libraries in Great Britain and Ireland during the twelve years since the end of the war of 1914-18. In that period he found "the gradual emergence or recognition of a wholly new epoch in Library history," the most signal manifestation of which had been the publication in 1927 of the report of the Departmental Committee on the Public Library Service, appointed by the president of the Board of Education in 1924 and presided over by Sir Frederic Kenyon, which recommended, indeed, no great change of system or expenditure and adhered to the national principle of freedom and local initiative, yet brought home to everyone the ideal along these lines, on which all progress in England instinctively moves, that of co-operation of all branches of the service, with the National Central Library (formerly the Central Library for Students) as the keystone of the arch. The Committee for the first time officially put the library in its proper position in the educational universe, "as an equal partner with the University and the School, the Technical College and the Adult Class, in the service of an educated democracy." Since the report was issued, a great number of new library buildings have been erected throughout the country, while the abolition by the Act of 1919 of the old and ridiculous legal limit of the library rate to one penny in the pound backed by conditional grants offered by the Carnegie United Kingdom Trust to towns prepared to modernize and improve their library service, has led to rapid development in small centers, remodeling for open access, revision of stock, reformation of children's departments, and so forth. "The issues from these modernised libraries," said Colonel Mitchell, "have invariably increased within a year or so, not by ten or twenty per cent, but by fifty, a hundred, and in a few cases by four to five hundred per cent."

The period had also seen practically the whole life so far, of the county library, which sixteen years ago, before the Carnegie

Trust initiated experimental schemes in consequence of the report of Professor Adams, did not exist. By the end of 1925 only 3 per cent of the population were not paying a library rate, as against 57 per cent in 1915; and since then the percentage who were getting a library service (a different matter) had been rapidly climbing to a similar level, while the service had been losing its skeleton character; the "box of books" in the village was giving way to the real rural branch; several counties now had more than 100,000 books and well over a million issues a year. For the whole country "about five years ago recorded issues reached the figure of two million; last year the figure was twenty million." The small-town library, unable to maintain an adequate service, should amalgamate with the county.

Local and regional co-ordination on a larger scale than these amalgamations had taken place in a number of areas, but notably in the schemes for the four most northerly counties of England and for the West Midlands, while a similar scheme for Wales and Monmouthshire was just about to be inaugurated. The National Central Library was now recognized and in receipt of a grant from the government; while the Carnegie Trust had acquired for it a building of ample dimensions, in which it was hoped the Library Association might also find a worthy and permanent headquarters. The stock of books of the "outlier" libraries allied with the National Central Library was now over four and a half million.

The result of this wonderful development of the co-operative ideal is that a shepherd living in a small Cumberland village and needing an old out-of-print-book on Cumbrian antiquities applies for it at his village branch, and his application can, if necessary, be passed on in succession to the County headquarters at Carlisle, the North Regional Centre at Newcastle, and the National Central Library in London, which may finally borrow the book from the Society of Antiquaries, and send it to him on a month's loan by post at a cost of perhaps 2s.

Colonel Mitchell spoke very strongly on the need for properly educated and properly paid and respected staffs to work this wonderful machine, and he urged on committees not only the importance of causing their junior staff to qualify during serv-



ice by earning the Library Association's certificates but also of opening the door as an alternative to diplomats, and preferably graduate diplomats, of the University of London School of Librarianship, very few of whom now enter the urban public library service. To combine in one staff recruits who approach at different ages and by different avenues is a difficulty, but the president in this part of his address undoubtedly put his finger on the most difficult problem in the English public library, and the one whose solution on the right lines would do incalculable good in raising the status of the public library in the eyes of the educated public by staffing it at least in part with a more highly educated personnel. It is not for nothing that the great advance in serious public esteem of the public library in the last fifteen or twenty years has coincided with the raising of the standard of entry of junior assistants from the age of fourteen or fifteen to that of seventeen or eighteen, i.e., from children leaving elementary schools to those leaving secondary (high) schools with at least university matriculation. I develop the more on this part of the president's address since there still exists some jealousy of graduate librarians, and at least one person has since been found egregious enough to state in point in a librarianship journal that he has yet to be shown an efficient library under a graduate chief!

Colonel Mitchell also, and naturally, dwelt on the campaign lately entered on by the Carnegie Trustees and the Library Association in conjunction for the redemption of the small urban public libraries. I use the word "redemption" deliberately. A generation ago benefactors, of whom Andrew Carnegie was the chief, built libraries in a large number of towns. It is not their fault that neither they nor the townsmen thus benefited had the gift of second sight and that they did not understand what expenditure of money and "expense of spirit" in human material goes to the proper conduct of such an institution. The result is that, while in the larger centers, and here and there in the smaller, modern standards and modern methods prevail, in the great majority of the small towns the public library is in a deplorable state of inefficiency, a practically useless burden on the



public, instead of a benefit to it. The Carnegie Trustees, in instituting a system of grants-in-aid to these libraries, found themselves faced everywhere by one difficulty. Committees which were willing to modernize their libraries had not the faintest idea how to do it. Some were unaware that more modern methods existed, and were in a state of complacency. The Trustees arrange for a library which is a candidate for a grant to be inspected by some senior member of the Library Association, who reports, advises, and generally makes himself that library's friend. As an instrument of this policy the two bodies have this year published a small book<sup>1</sup> giving just the information needed by authorities desiring to modernize their libraries.

For the immediate future, which is gray for all social activities, the president counseled that, the library being the cheapest of all agencies for the public well-being, for every shilling cut down by the needs of public economy a fraction of a penny more be spent on it. A modest plea—but, accepted, it would do a great work.

Of the other papers read either to the Conference assembled as a body (and the L.A. is still not, like the A.L.A., too large to assemble in a single hall) or to sectional meetings, I can only mention a few.

Dr. Louis R. Wilson, of the University of North Carolina, gave us a most meaty paper on "Aspects of education for librarianship in America."<sup>2</sup> Dr. Wilson told us the story of the first discovery of the need for a library school in 1876, and the foundation of the first at Columbia in 1887, and traced the growth of the system to its present stature, especially the developments which have occurred since Dr. Williamson's inquiry and report of 1924. He showed how special provision had proved necessary for the training of the great army of school librarians created by new methods of education (and here I would interpolate the remark that the improvement of school

<sup>1</sup> *Small municipal libraries: a manual of modern method* (London: The Library Association, 1931. Pp. 129. 1s.).

<sup>2</sup> This paper is printed in full in the *Library Association record*, 3d series, I (1931), 365-74, and in the *Library quarterly*, II (1932), 1-10.

libraries and the provision of trained librarians to staff them is one of the great needs in English schools); and he told us how college librarians are more and more receiving, and earning, recognition as equal in status to the academic staffs. He thought that the staffing of the great libraries needed scientific thinking out and that members of such staffs should have training in scientific research.

Mr. E. Salter Davies, the director of education for Kent, and a Carnegie United Kingdom Trustee, "donned the robes of a prophet with misgiving" in pointing out the trend in all local government, and especially in education, to the absorption of small autonomous authorities in larger ones, and perhaps ultimately to complete centralization. His subject was "The future of county libraries,"<sup>1</sup> and he urged that the small urban libraries of which the president had spoken in his address should enter into the library system of the surrounding county and obtain the benefit of its larger resources. He also pressed on the authorities of these libraries (as the present writer did at Cambridge last year) the advantage of accepting central inspection.

A paper which was an agreeable variety from the usual subjects of our conferences was that given by a distinguished architect and antiquary, not a member of our body, Mr. W. H. Godfrey, on "Graphic records of old buildings: a scheme for an index." Mr. Godfrey's paper, which occupies the shop window of the October, 1931, number of the *Library Association record* (pp. 329-39), preached to a congregation which needed no conversion the value of such an index for all sorts of historical work, and set out the scheme which had been drawn up provisionally by a committee of a number of learned societies, including the Library Association itself, many of whose members are in charge of local collections of prints, drawings, and photographs, as well as of illustrated books, and in some places of regular local archaeological surveys. The scheme at present contemplated is for a card index of representations of all buildings in England over a hundred years old. The cards will be kept in

<sup>1</sup> *Library Association record*, 3d series, I (1931), 397-407.

the new headquarters which the Royal Institute of British Architects is about to erect for itself in London.

Other subjects discussed were wireless, small municipal libraries (with special reference to the Association's new *Manual* mentioned above), new methods in library technique (a subject which gave an opportunity for the description of numerous small devices or "gadgets" for which it is difficult to find publicity), reference library policy, and the position of the university librarian, the last being discussed in a witty appreciative paper read to the University and Research Section by Professor A. Hamilton Thompson, chairman of the Library Committee of Leeds University.

Last but not least, Canon James Hannay gave to the whole conference an address on reading in which he showed that George Birmingham, under which name he is best known on both sides not only of St. George's Channel but also of the Atlantic Ocean, is not more distinguished by his Irish wit than by the other Irish gift of noble eloquence.

The attraction of the conference was greatly enhanced by the presence of a number of the members of the Committee of the International Federation of Library Associations. The meetings of the Committee were held during the week-end preceding the British conference. Some distinguished members were called home at once after the international business was concluded; but a number were able to remain, and these included Dr. I. Collijn (Swedish Royal Librarian, president) and Dr. T. P. Sevensma (League of Nations, secretary), Dr. W. W. Bishop and Dr. L. R. Wilson from the United States, M. Marcel Godet (Swiss National Librarian, Berne), M. Henri Lemaître (president of the Association des Bibliothécaires Français), M. Jean Cordey (Bibliothèque nationale), Dr. Heinrich Fuchs (Preussische Staatsbibliothek, Berlin), and Dr. J. Muszkowski (Poland). The British representatives were Mr. J. D. Cowley (Lancashire county librarian) and the present writer.

Without anticipating the *Actes* of the Committee, which will be published in due course, it may be of interest to say something of its proceedings. The next meeting was fixed for Berne

in 1932. Dr. Bishop was elected president of the Federation in place of Dr. Collijn, who has occupied the chair from its foundation; M. Godet and I were elected to be vice-presidents; and M. Lemaître, Dr. Krüss (director of the Prussian State Library), and Signor de Gregori (Rome), to be honorary vice-presidents.

The different national representatives read reports on the chief developments in their countries during the previous twelvemonth, a regular and very useful feature of these meetings, the appearance of which in the *Actes* gives a valuable cross-division of the subject to that by types of library, which I adopted in founding our annual *Year's work in librarianship*. A number of special reports from subcommittees were also presented and approved; these included two read by Dr. Bishop on international loans between libraries and on the exchange of librarians, and one read by Dr. Muszkowski on the statistics of the national production of printed books (in which it was shown how extraordinarily various and misleading in effect are the methods adopted). A new subcommittee on hospital libraries was established.

Sheets of the new *Gesamtkatalog der Preussischen Bibliotheken* were exhibited by Dr. Fuchs, and an advance copy of the new edition of *Index bibliographicus* by M. Godet.

Among the hospitalities which our professional colleagues and other leading people in Cheltenham extended to the visitors, mention must be made of the rare opportunity of seeing a large selection from the famous collection of manuscripts formed by Sir Thomas Phillipps and now in part dispersed. The collector's grandson, Mr. T. Fitzroy Fenwick, himself arranged the exhibition, which occupied a long gallery in Thirlestaine House, and himself day after day during the conference unweariedly received the members who visited it. The fame of the Phillipps Library is so great that there is no need to describe it. But few had been able to see it, and few realized what treasures it still contains.

At the end of the week many of us found our way to the ancient towns among which Cheltenham is seated, a still new arrival among neighbors the names of which fill the history of

medieval England—Gloucester, Fewkesbury, Bath, Bristol, Oxford—or among the foldings of the Cotswolds. It rained, of course—was it not the summer of 1931?—but even the rain failed to spoil the beauty of it all.

Will not any of our American colleagues who are able to take a trip to Europe in the summer contrive to include the British Library Association's week?

ARUNDELL ESDAILE

BRITISH MUSEUM  
LONDON, ENGLAND

## WHAT LIBRARY SCHOOLS ARE NOT

**I**N UNDERTAKING to point out that the position often accorded to, and even assumed by, library schools in the United States exhibits some survivals, and possibly some misconceptions, it is fair at the outset to acknowledge that this purpose is a qualified one. The place of any institution in its social setting is, of course, far from absolute. Definitions of the word "government," for instance, hang upon time and circumstance. They are exemplified alike in semiprimitive tyrannies, in medieval baronial power, and in those political systems which today profess to renounce all avoidable concern with the activities of individuals and groups. In fact, since institutions have warrant only in so far as they reflect occasioning conditions, their mutability is intrinsic. This is true as fully for library schools as for major social agencies; and the present effort is, not to specify with finality the place of library schools, but to suggest that at some points there is a lag in adjustment between them and the professional conditions surrounding them.

It is illogical, if not surprising, that parallel with vigilant solicitude for standards and for an adequate product there has been observable so little analytical attention to the functions and objectives of library schools. Since 1887, individual librarians and various arms of the American Library Association have exercised a friendly supervision over agencies for preparing librarians, as attested by a wealth of addresses, papers, reports and, latterly, enactments. Interest in what library schools should be aiming to do is present throughout; but largely because the personnel needs in library work defy precise formulation, this has been sporadic and ineffective. A danger in the omission is that the apparent gains made so far in the effort to improve education for librarianship may, after all, prove formal and mechanical. An existing result is certain anachronistic attitudes and practices, to which both librarians and the schools are party.

Extended study may be prerequisite to the proper imaging of contemporary library-school functions and objectives; but even without this, certain generalizations are possible and may be wholesome. Cardinal to the discussion is that in the inchoate professional conditions of the 1880's and 1890's library schools were proposed and promoted for a variety of purposes. The leaders of the library movement in those days, inspired by the unfolding vision of possible library service, apparently were not concerned to draw nice distinctions or to establish fine divisions of labor. Some device was needed to turn more people into library work, and that quickly. The one adopted, namely, the library school, became by pre-emption and default the agency not alone for training but in large degree that for recruiting, selecting, measuring, apprenticing, and placing. That it arose in the closest association with libraries was wholly in character; so markedly so, in fact, that such association might have been expected even if there had not been other reasons for it, and even if library school instruction clearly had been of professional grade. Diversity of function, therefore, is a thing by which the library schools of today have come honestly, and which, incidentally, there is no likelihood that they ever can abandon wholly. It is fitting to consider, however, to what extent present conditions warrant its persistence. In doing so, the several offices referred to above will be touched in sequence.

*Recruiting.*—The stimulating of interest in librarianship in the pioneer days was peculiar in that little was to offer beyond the missionary's lot and the devotee's compensations. Personal representations to individual prospects were an appropriate step in whatever efforts were undertaken. Responsibility for this may well have lodged naturally, though not exclusively, upon those connected with library schools. Today recruiting must be recognized as a problem for library schools to the same degree that it is a problem for the profession at large, and no more. There is but one influence that can be counted upon in the long run to attract such candidates as will assure the integrity of library work, namely, the examples before such candidates of libraries competently organized, adequately staffed, and amply



financed. In other words, the work itself must do the recruiting. Library schools of course may share in building up the examples and in making known the opportunities springing from them. This granted, their remaining part is so to equip and conduct themselves that observers shall be convinced of their worth, and inferentially of the merits of library work. This is a material task, since resources, staff, and management are involved; it brings no drain but rather contributes to the strength of the schools; and it represents no more than institutions of any kind should do by way of putting their houses in order, regardless of other aims.

*Selecting.*—Rather frequently librarians express the view that the major responsibility for passing on the qualifications of candidates for library work rests with the library schools. This may have had considerable force when the schools were maintained largely to serve individual libraries, when library work was homogeneous, and when applicants were few. Today omniscience would be necessary for it. Certain universally recognized minimum requirements for admission and graduation operate, it is true; beyond that, little more than care and discrimination in recommending candidates for particular positions can be expected of the schools. A basic reason for this is the complete lack of accurate prognostic criteria derivable from the college records, personal equipment, and practical experience of candidates. Another is that while a high co-ordination of library-school admissions with ascertained needs of the field might appear rational and desirable, the proper setting for this does not exist in the United States. True, a comparable system is being tried hopefully in relation to other professions in Northern Europe, but American civilization cannot see beyond its philosophy and is unmistakably hostile to that. *Laissez faire* is too deeply ploughed into the American body social for things to be otherwise. Fluctuations in demand for the product are likely, therefore, to influence only crudely the admissions to library schools. They may be reflected in a stiffening of the minimum requirements and in some consequent limitation of numbers, but not generally or permanently in measures which could



abridge the liberty of reasonably qualified applicants to secure their professional education and then to swim or sink.

*Measuring.*—Closely bound up with selecting is the task of measuring. Irrelevant to, and yet inseparable from, their main purpose as this is, it bedevils teachers in schools of all grades. In library schools its imperative lies in the demand of librarians for judgments on the capacities of students and graduates whom they consider for appointment. Up to certain limits this expectation is reasonable, for certainly the school faculties should know something of individuals' abilities after a year's observation. It is to be remembered, however, that school conditions differ signally from field situations in general and violently from specific field situations, that the circumstances and incentives in a school year for a given student are often abnormal, and that predictions based on school performance therefore are not to be made with certainty. If faculties do their best in measuring, and if employers apply the utmost discretion to the data supplied by the schools, there are still abundant probabilities of error. The real test of the measuring, as of the selecting, must be the performance after appointment. This implies no lightening of the schools' responsibilities, but it does call for recognition that these responsibilities are limited.

*Apprenticing.*—The term "apprenticing" is here employed, somewhat inaccurately perhaps, to cover such assignment of practical work in libraries as is assumed to assure drill and facility in the discharge of routine library processes. The early library schools gave it a large place. This was correct in the recognition that routine processes could be learned only on the job and that practical contacts were of prime importance; it was erroneous in positing that assignments of practical work could be organized so effectively as to entitle them to a place in the curriculum. There have been and are exceptions to this; and it cannot be denied that even the most dilute forms of practical work have some value. However, the time required for a given learning outcome is disproportionate; libraries properly are organized not for instructional purposes but for service; and the heads of libraries ordinarily are appointed for qualifica-

tions other than ability to teach. These pedagogical considerations would throw disrepute upon the system even if universally the presence of suitable libraries could be assured, if the danger of exploitation could be avoided, and if adequate supervision were possible—all of which is contrary to fact. Practical work, supremely important as it is, simply is not susceptible of that systematic and condensed and time-saving organization which is the reason for being of courses and curricula. It should therefore be provided for either in the pre-library school days or in the form of an internship following the year's study in classroom and laboratory. This would put it in its logical place and, if the awarding of school credentials were made contingent upon it, might even heighten the esteem in which it was held as a distinct form of instruction.

*Placing.*—So long as library schools are the most reliable sources of information about candidates for positions, so long undoubtedly will librarians expect them to furnish placement service. This aspect of their activity, however, has sometimes been unduly magnified. To whatever extent library schools come to be looked upon as primarily gateways to positions, and in whatever degree this emphasis compromises the sincerity, independence, and self-dependence of students and graduates, by just so much the situation is debilitating professionally. Likewise, if, incident to placement work, the schools are suspected of efforts to manipulate or dominate, the effects may be unwarrantedly divisive to the library profession, although always it is to be remembered that the schools rightly have at heart the interests of candidates in much larger measure than would be the case with commercial employment agencies. Finally, the costs of placement service may properly be a matter of concern to the schools. This is a very material item, considering the salaries of officers, clerks, and stenographers and the expense of office space and equipment; and since it is barren of returns to the schools, it must be looked upon as pure contribution to the graduate body and to the profession. Granting that the schools are obliged by circumstances to continue as placement agencies, therefore, they should be looked upon as doing

this at certain sacrifice to themselves and at the risk of possible injury to the profession; and they should not be regarded as congruous residuaries of the function involved.

All the duties that could be attributed to library schools would not make a long list, considered topically; and it may seem that those mentioned above constitute the larger part of it. Should the schools disavow the activities here called in question? And if so, would not their reason for existence be weakened? One answer to this has already been implied, namely, that participation in recruiting, selecting, measuring, apprenticing, and placing, in varying forms and degrees, is still unavoidable for library schools; conditions do not warrant renouncing it, even though they do call for its discriminating direction and for scrutiny of its extent. A more significant answer is that in proportion as evolving conditions may permit the schools to diminish or revise their attention to recruiting, selecting, measuring, apprenticing, and placing, in just that degree will they be able to concentrate on their primary functions. The positive principle inescapable in any thoroughgoing consideration of school activities is that the first and last duty of a school is to instruct. This is true for library schools as well as for schools of other types; and in the case of library schools, the time has come to assert it, and perhaps to shout it, rather than merely to allow it. Teaching, plus productive effort contributory to teaching, on the part of faculties, should come near to constituting the sum of a school's duties. Other activities should be carried only in unavoidable deference to the needs of an incompletely developed profession; and not, then, if they entail a drain upon a school's resources, or introduce confusion in pedagogical aim, or blunt the incentive to excel in teaching.

Expedients are defensible and often necessary in the initiation of new undertakings, and as part of the library movement the early library schools were justified in being busy in many directions. The labor of librarianship is becoming highly divided today, however. This and the temper of the time put each individual and each institution under pressure to observe

logical delimitations in function, to appropriate no larger area than can be cultivated effectively, and both to respect the claims and insist on the responsibilities of co-workers in neighboring fields. Only by bringing this mood to the analysis of their duties, and by comparably careful regard for other elements distinguishing the library profession of the 1930's from that of the 1890's, can library schools be sure of occupying their rightful place in the library world.

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## INTERLIBRARY LOANS IN COLLEGE AND UNIVERSITY LIBRARIES

THE following survey developed from what seemed, but was not, a local situation: Our college library was borrowing for the use of our professors an increasing number of books from other libraries; moreover, we were receiving from others more frequent requests for the loan of our own books and periodicals. For such borrowing and lending we had no fixed principles. To be sure, we restricted our own requests to books for use in serious research; only once did we attempt to borrow a book for an undergraduate, an exceptional case in which the student was doing what amounted to Master's degree research (even then we were refused the loan). But in the practice of lending books, also, we were perhaps inconsistent: for example, we lent a volume from a periodical set of extreme rarity (our library alone is listed with it in the *Union list of serials*); but when a library only a hundred miles away applied for a volume from a long and expensive set of a scientific periodical we refused the request. Naturally, like the libraries of similar institutions, we are gradually collecting some of the rarer and more valuable periodical sets to round out our collection—sets which may not be used from one year's end to the next. Should we refuse to lend these to our less fortunate neighbors?

We soon learned that we were not alone in facing such questions; that, furthermore, one of the greatest university libraries in the East considered the whole problem of interlibrary loans a most pressing one. Possibly others felt the same way. So we set out to ascertain the methods used by other libraries. Realizing that all libraries could not operate under the same set of regulations, we did not expect to find hard and fast rules governing every situation. But if the majority favored certain practices it is not unlikely that some of the institutions, whose

procedure in interlibrary loans differs from that of the majority, might find it desirable to conform to the normal practice.<sup>1</sup>

We conducted the survey in the following manner: A list was compiled of 251 colleges and universities of more than 500 students, along with a few smaller ones, which included representatives in every state in the Union. On April 20, 1931, a questionnaire of twenty items was sent, with a letter of explanation, to the librarians of these institutions and to the Library of Congress. Two hundred and three—a gratifyingly large number—of usable form were returned. Although it is not possible to include the answers from the Library of Congress, since it is not the library of a teaching institution, the information given was of considerable value because of the large number of volumes it lends yearly to college and university libraries throughout the country.

The information from the questionnaires was tabulated, with certain related questions grouped, for the following discussion. With some problems it was found advantageous to divide the libraries into three classes: small, medium, and large—an arbitrary division of libraries with less than 50,000 volumes considered as small, those from 50,000 to 200,000 as medium, and those over 200,000 as large. Thus classified, 80 small libraries, 89 medium-size libraries, and 34 large libraries returned the questionnaire in usable form.

#### LENDING OF BOOKS FOR UNDERGRADUATES

*Do you borrow books for the use of undergraduates?*

*Do you lend books for the use of undergraduates?*

From the figures in Table I it will be seen that about 75 per cent of the libraries borrow books for the use of undergraduates, but only 69 per cent lend them. However, when one adds the 6.4 per cent representing small libraries which do not lend because they receive no requests, the percentages are about equal.

Table II analyzes the libraries which do not borrow and do

<sup>1</sup> No history of the interlibrary loan movement in American libraries is given here because it can readily be found elsewhere. See James A. McMillen, *Selected articles on interlibrary loans* (New York: H. W. Wilson Co., 1928).

not lend books for undergraduates. The percentage represents the relationship between the number of non-borrowing, non-lending libraries and the total number of all reporting in that class.

TABLE I

	BORROW		LEND	
	Libraries	Per Cent	Libraries	Per Cent
Yes.....	105	51.7	109	53.7
Occasionally.....	15	7.3	13	6.4
Rarely.....	32	15.7	18	8.8
Do not question use.....			44	21.6
No.....	49	24.1	13	6.4
No requests.....	1	0.5	6	2.9
No answer.....	1	0.5		
	203	99.8	203	99.8

The larger libraries, as might be expected, are more self-sufficient in meeting the needs of their own undergraduate students. There is also a slight tendency toward generosity on the part of the larger libraries, as represented by 2 which lend

TABLE II

	DO NOT BORROW		DO NOT LEND	
	Libraries	Per Cent	Libraries	Per Cent
Small.....	15	18.7	15	18.7
Medium.....	19	21.3	16	17.9
Large.....	15	44.1	13	38.2
	49		44	

but do not borrow books for undergraduates. Six libraries (5 small, 1 medium) reported that they borrowed but did not lend, and 2 (1 small, 1 large) that they rarely borrowed and did not lend; conversely, 7 (2 small, 3 medium, 2 large) reported that they lent but did not borrow.

Some libraries stated that they did not borrow for the use of undergraduates without the approval of the instructor in the

course. If, as it seems fair to assume, a considerable number follow this course of action it would tend to eliminate some unnecessary requests; for, as frequently happens, substitute material can be suggested that obviates the necessity for borrowing.

It will also be noted from Table II that a larger percentage of small and medium-size libraries borrow and lend for the use of undergraduate students. Since the volume of borrowing and lending is not as large in these two groups of libraries, the suggestion might be made that such institutions borrow and lend more freely among themselves for the use of their undergraduates. This would remove part of the burden of lending books from the larger libraries to those sharing in the benefits of borrowing, and the larger libraries (and libraries with special collections) would no longer be harassed by requests for trivial books. They would then be all the more likely to continue, or even to extend, their present policy of lending rare and scholarly material for the use of graduate students and members of faculties. (In this connection it is interesting to note that the librarians of Amherst, Mt. Holyoke, and Smith agreed among themselves to lend more freely for the use of undergraduates. Furthermore, each notifies the other of the purchase of any valuable books or sets of periodicals in which they might be interested.)

#### CHECKING TO SEE IF A BOOK IS IN PRINT

*Before borrowing, do you first check to see if the book is in print, and if it is one that your own library should rightly be expected to own?*

Some librarians have always suspected that this fundamental operation has been neglected at times by one or more of their colleagues; their suspicions seem to be confirmed by the 29 libraries that frankly reported they did not do this work before requesting the loan of a book. Often this operation serves merely to check the bibliographical information, but more often it brings to the attention of the borrowing library certain gaps in its own collection. There is something, however, to be said on



the other side. First of all, there is the time element involved. If the need is immediate it may be quicker to borrow the book in question, and then with the book in hand determine whether or not it is worth adding to one's collection for possible future use. Secondly, a library may temporarily lack the funds to buy the book, in which event perhaps the polite method would be to do as one librarian reported, "Once or twice we have been in the embarrassing position of having no funds at the time and of feeling that we ought not to borrow. We have found that a

TABLE III

	Libraries	Per Cent
Yes.....	154	75.8
Sometimes.....	5	2.4
Borrow because of lack of funds..	2	0.9
No.....	29	14.2
No answer.....	13	6.4
	203	99.7

frank statement of this situation has brought an understanding response from the other library." (A similar statement would also be appropriate from the library needing the book before it could be secured from its dealer.) Thirdly, although a particular book may be in print, a library may decide that the demand for it will not be great enough to warrant its purchase. Lastly, a book may have gone out of print since it was last reported. In the last two contingencies borrowing is perfectly legitimate.

#### BORROWING AND LENDING OF PERIODICALS

*Do you attempt to borrow volumes of periodical sets?*

*Do you lend volumes of periodical sets?*

The figures in Tables IV and V show that about 80 per cent of the libraries replying to the questionnaire borrow periodicals, but only about 71 per cent lend them. One would naturally expect this result, since many small libraries would never receive requests for the loan of periodicals which they did not have, and undoubtedly many of the 35 small libraries reporting

that they did not lend periodical volumes meant this. It is interesting to note, however, that no large library reported it did not borrow or lend periodical volumes, and that the largest library so reporting was one of 130,000 volumes, located in a large city where practically any periodical could be obtained at one library or another.

TABLE IV

	BORROW		LEND	
	Libraries	Per Cent	Libraries	Per Cent
Yes.....	150	73.8	111	54.6
Yes, with restrictions.....	6	2.9	15	7.3
Occasionally.....	8	3.9	7	3.4
Rarely.....	12	5.9	12	5.9
No.....	27	13.3	48	23.6
No requests.....			5	2.4
No answer.....			5	2.4
	203	99.8	203	99.6

TABLE V

	DO NOT BORROW		DO NOT LEND	
	Libraries	Per Cent	Libraries	Per Cent
Small.....	22	27.5	35	43.7
Medium.....	5	5.6	13	14.6
Large.....	0		0	
	27		48	

A few libraries reported that they borrowed periodical volumes only for the use of members of the faculty. One librarian had borrowed only one periodical, but insisted it was unethical to do so and compelled instructors to borrow them personally. Several libraries reported that they lent periodicals only when they had duplicates; but few could lend if this were the general practice. One library reported that it did not lend periodicals dated before 1875, and another those before 1800. Other libraries have various restrictions, such as refusing to lend if the volume is rare, or if it is too frail to stand transportation. But

since a large number of libraries have photostat service, prints may usually be secured.

#### LENDING OF VALUABLE BOOKS

*What limits do you place on the lending of valuable books?*

This was a difficult question to answer. Most libraries did make an attempt to tell what they did, with these results: 52 libraries decided each case on its merits, 39 had no limits, 30 did not lend valuable books, 12 did not lend unreplaceable books, 10 did not lend reference books, 6 did not lend from their treasure collections, 2 did not lend if the cost of replacing was high, 1 had as few limits as possible; while 19 never had to meet the question, and 32 gave no answer.

There were a good many notes added to the answers, some of which are worth mentioning. A considerable number of libraries will not lend manuscript theses. Several libraries reported they did not lend manuscripts, while another reported it had just lent a fourteenth-century manuscript to another library for six months. One library said that only valuable books should be subject to interlibrary loan; ordinary books, if in print, should be bought by the libraries seeking to borrow them. Several libraries with local history collections report that they do not lend such material. Extra precautions are taken by many libraries in shipping valuable books. Registered mail or express with high valuation is recommended.

Thus it will be seen that most college libraries are fairly liberal with their rare or valuable books. Once they are convinced the need is a real one, some satisfactory arrangement is usually made.

#### FREQUENCY OF BORROWING

*Do you borrow freely for the use of faculty members and graduate students? Or do you urge them to visit other libraries having such material?*

In answer to this, 97 libraries said they borrowed freely; 67 reported they followed both courses of action; 27 urged the prospective borrowers to visit other libraries; 8 reported few requests to borrow; and 4 gave no answer.

This question and its answers are of little value, save to suggest to some libraries having close neighbors that it would be practical for both faculty members and graduate students to visit other libraries located not too far away, and there consult the material on the premises instead of borrowing it. When a considerable quantity of material needs to be consulted, or when the material is rare or valuable, this course of action is to be highly commended. On the other hand, the distances between libraries in the midwest is too great to make travel practicable;

TABLE VI

	Libraries	Per Cent
Two weeks.....	105	51.7
Four weeks or 1 month.....	35	17.2
Varying: 2-4 weeks.....	18	8.8
Varying: 1-4 weeks.....	10	4.9
Three weeks.....	9	4.4
No limit.....	8	3.9
Ten days.....	1	0.5
One week.....	1	0.5
Try to meet needs of borrower.....	1	0.5
No requests to lend.....	3	1.4
No answer.....	12	5.9
	203	99.7

as one librarian expressed it, "Peripatetic scholarship may be both economical and desirable in the region bounded by the Atlantic seaboard limits, but it is not a panacea where major institutions are separated by a railroad or airplane trip of a day or more."

One library reported that in certain cases faculty members and graduate students are enabled to visit other libraries by a fund provided for that purpose. One southern college for negroes reported that they borrowed freely, "as libraries in the South are not always open to us"—which tells its own story.

#### PERIOD OF LOAN

Table VI gives reports on the length of time for which libraries lend books and periodicals. No comment seems neces-

sary, save the qualification that some libraries reckon the duration of a loan from the receipt of the book by the borrowing library.

#### REQUIRING NAME OF THE INDIVIDUAL BORROWER

Only 19 libraries (9.3 per cent) replied that they required the name of the reader for whom the material was borrowed, while 167 libraries (82.2 per cent) answered that they did not do so; 17 institutions did not reply to this query. Many of the libraries not requiring it said it was frequently given and that they usually gave this information themselves, considering it the polite procedure.

#### RESTRICTION OF BOOKS TO THE BUILDING OF THE BORROWING LIBRARY

*Do you require that your books be used within the building of the borrowing library?*

The principal reason for requiring that books be used within the building of the borrowing library is that of safety. Since libraries, in general, do not require their own books to be used

TABLE VII

	Libraries	Per Cent
No. ....	118	58.1
Yes. ....	25	12.3
Rare books only. ....	36	17.7
Not yet, but should be rule. ....	5	2.4
Not always. ....	3	1.4
Yes for periodicals. ....	1	0.5
No answer. ....	15	7.3
	203	99.7

within their own buildings it seems reasonable that borrowed books would be sufficiently safe in the homes and offices of professors in other institutions, and it is often more convenient for a professor to use borrowed material in the same place where his other material is located. But books that a library considers too valuable to allow outside its own building should most cer-

tainly be restricted to use within the building of the borrowing library.

#### DISTANCE AND INTERLIBRARY BORROWING

*Do you borrow from libraries near by? Or do you try only some large library (e.g., Harvard, Yale, Columbia, Chicago, Princeton) on the theory that they must have the book?*

This was asked because of the feeling of some large libraries that nearly all the requests of smaller libraries were referred to them before local or near by facilities had been exhausted, a practice which, if indulged in generally, would place an undue burden on the large libraries. The answers are as given in Table VIII.

TABLE VIII

	Libraries	Per Cent
Try local or near by libraries first.....	181	89.1
Try large libraries only.....	8	3.9
Diversify requests.....	7	3.4
Know where book is from local borrower...	3	1.4
Avoid large libraries when possible.....	1	0.5
No answer.....	3	1.4
	203	99.7

The results would appear to belie the feeling of large libraries that they are the indiscriminate victims of borrowing. Large libraries, however, are more likely to have the material not owned by the smaller ones, and for every library of over 200,000 volumes covered by this survey there are 4.97 libraries under that limit. The results are obvious and inevitable. But libraries as a rule exhaust local resources before applying to larger institutions; and for that reason many libraries only seek inter-library loans for readers who have attempted unsuccessfully to secure their material in the other institutions of the community. Again, many libraries borrow more freely from their state libraries or from their state universities because they feel that these, which are supported by taxation, exist primarily for the benefit of all in the state. Lastly, borrowing is gradually be-

coming less of a hit-and-miss affair. Borrowers are now better able to learn where their books may be obtained: the *Union list of serials* definitely locates periodical holdings, and requests for these may be diversified; some localities have regional union lists of serials; there are certain printed aids showing the location of books in special fields.<sup>1</sup>

#### DISTANCE AND INTERLIBRARY LENDING

The problem of lending books and periodicals to libraries at a great distance exists mainly in the East and West, unless one considers loans to institutions outside of the United States (aside from the Library of Congress little lending of this sort is done). Consider for a moment the predicament of a library in New England with one of its books lent to a California library. The book is needed at home and must be recalled. A letter sent by regular mail would take five days to reach the California library; air mail would take about two and one-half days. One day would be lost in calling in the book and preparing it for mailing, and the return trip would take not less than seven days, usually more. This would mean a minimum of ten or eleven days and a maximum of fourteen or more. Meanwhile the local borrower must wait, usually not patiently. Or, for example, a book is absent from a library on the East coast for ten days to two weeks longer when it is lent to a library on the West coast than it is if it is lent anywhere in the adjoining states or even slightly farther away. Harvard University, for instance, considers this an important problem in its interlibrary lending, but as yet has reached no decision in the matter.

Nevertheless, it is to the everlasting credit of American college libraries that 139 (68.4 per cent) reported that they either lend, or would lend if asked, books and periodicals to libraries at a great distance from their own; while only 7 libraries (3.4 per cent) reported they would not do so. Forty-six libraries (22.6 per cent) had received no requests to lend to others at a

<sup>1</sup> See Constance M. Winchell, *Locating books for interlibrary loan, with a bibliography of printed aids which show location of books in American libraries* (New York: H. W. Wilson Co., 1930).

great distance; 11 (5.4 per cent) gave no answer at all. One large library reported it had lent books to libraries in Canada, Hawaii, England, and Switzerland.

#### LENDING TO INDIVIDUALS OR INSTITUTIONS

##### *Do you lend to individuals or to institutions?*

This question, strictly speaking, is not a part of interlibrary lending, for lending a book to an individual in another town is not an interlibrary loan, but as it is somewhat related to the general problem the results may be of interest (see Table IX).

TABLE IX

	Libraries	Per Cent
Institutions only.....	101*	49.7
Individuals and institutions.....	64	31.5
Institutions and alumni.....	25	12.3
No answer.....	13	6.4
	203	99.9

\*Twenty-seven libraries in this group reported that they sometimes made exceptions in extraordinary cases and lent to an individual.

Colleges which have an extension department ordinarily refer loans to individuals to this department, although the books may actually be the property of the college library. In common practice, when an individual requests a book to be sent to him, either he is asked to submit his request through his local library, or else the book is sent to the local library with an accompanying explanation. Teachers and ministers are sometimes considered as a select group to whom books are lent directly, although just why teachers should be so considered, after the common experience of most college libraries with this profession, is perhaps a mystery.

#### PRACTICE IN INTERLIBRARY BORROWING

Under this heading are given various regulations of individual libraries, as reported by their librarians, which they use to guide them in their borrowing from others. It is taken for grant-



ed that all the libraries are familiar with the A.L.A. Code of practice for interlibrary loans,<sup>1</sup> and the following are more or less rules of thumb, and supplementary.

Borrowing for class use on the reserved shelf is usually unethical although 3 libraries reported that they borrowed books from the public libraries in their cities for just such purposes. In one instance the borrowings were in the hundreds each year. But if the public libraries in these cases were willing, no comment need be made. Two libraries reported that if the local borrower were not a member of the faculty, a deposit covering the price of the book was required. Another library stated it considered it bad professional manners to inquire simultaneously of several libraries for the same material. If this be interpreted to mean "request the loan of," doubtless all would agree, but to inquire of several libraries if they have the material and if it is available for loan is not bad practice if a stamped return envelope is inclosed; frequently this saves time. In borrowing for the use of undergraduates most libraries insist that it be for some worth-while purpose, such as term papers or debate work. Many libraries will not borrow for the use of undergraduates and a few for the use of graduate students, without the approval of the professor in the course. One library reported that it did not ask for more than three books at a time. A technical library said it found it better to borrow and photostat periodical material when it was long or in a foreign language, in order that the volume might be returned more quickly to the lending library.

#### PRACTICE IN INTERLIBRARY LENDING

In lending to individuals outside the city one library reported it required a deposit of the price of the book; another library charged a fee of fifty cents per book. Still another library reported that it did not lend material which it considered should be in the borrowing library. Fragile material or books expensive to pack because of their size were reported as not lendable. One library said it would not lend if the borrower seemed careless

<sup>1</sup> See American Library Association, *Bulletin*, XI (1917), 27-29.

in his request, or if he had given trouble in previous loans. Another library reported that if the library or college were not known and information in regard to size could not be obtained, it replied, "Book is unavailable for loan." One library will not lend books that are in print. Lastly, several libraries reported they used only express in shipping. It is regretted that information on this subject was not obtained from all libraries, as the results might have been of value. In view, however, of the special rates in the first three zones for library books sent by parcel post, it is believed that most libraries use this method unless the value of the material is considerable, in which case it is shipped by express with high valuation.

#### VOLUMES BORROWED AND LENT

Each library was asked to give the total volumes borrowed and lent on interlibrary loan for the last five years. It was also requested to indicate whether the total number was an exact count or an estimate. All estimated figures were then disregarded, leaving a total of 91 libraries which gave figures for all or part of the five-year period.

The first question to be asked is, Of what value are the figures? If one is desirous of learning merely the total volumes borrowed on interlibrary loan, then these figures are worthless. Furthermore, it would be impossible to compute such a grand total from these figures. Even the total number of volumes borrowed and lent by all the libraries reporting each year is valueless, because over the five-year period the number of libraries increased in one instance from 40 to 91 and in the other from 28 to 70. The average number of volumes borrowed and lent per library is valueless because of the preponderance of small and medium-size libraries reporting their totals. It was possible, however, to compute a table of figures for libraries over 200,000 volumes, since the libraries of this size reporting their statistics for 1929-30 were over 80 per cent of those in the group which answered the questionnaire. Table XI gives the same information for the 8 libraries reporting the largest number of volumes borrowed and lent during the five-year period; these were also

included in the totals under Table X, so that one may form a fairly good idea of the extra burden that falls on some of the large libraries.

TABLE X

VOLUMES BORROWED AND LENT FROM 1925 TO 1930 BY THE LIBRARIES  
OF OVER 200,000 VOLUMES GIVING STATISTICS

YEAR	BORROWED			LENT			RATIO OF THE AVERAGE VOLUMES LENT TO BORROWED (Per Cent)
	No. of Libraries	Volumes	Average per Library	No. of Libraries	Volumes	Average per Library	
1925-26..	20	4,769	238.4	19	9,855	518.6	217
1926-27..	20	5,289	264.4	20	13,070	653.5	247
1927-28..	23	7,701	334.8	19	14,654	771.2	230
1928-29..	26	9,013	346.6	27	19,508	722.5	208
1929-30..	30	12,393	413.1	28	21,108	753.8	182

TABLE XI

VOLUMES BORROWED AND LENT FROM 1925 TO 1930 BY THE EIGHT LIBRARIES  
REPORTING THE LARGEST NUMBER OF VOLUMES BORROWED AND LENT\*

YEAR	BORROWED			LENT			RATIO OF THE AVERAGE VOLUMES LENT TO BORROWED (Per Cent)
	No. of Libraries	Volumes	Average per Library	No. of Libraries	Volumes	Average per Library	
1925-26..	7	2,421	345.8	6	7,300	1216.6	351
1926-27..	7	2,737	391.0	6	9,566	1594.3	407
1927-28..	7	3,251	464.4	7	10,537	1505.2	324
1928-29..	8	3,906	488.2	8	12,784	1598.0	327
1929-30..	8	4,420	552.5	8	13,843	1730.3	313

\* The eight libraries are: Columbia University, Leland Stanford Junior University, State University of Iowa, University of California, University of Chicago, University of Illinois, University of Michigan, and University of Missouri.

#### BOOKS LOST IN TRANSIT

*Have you lost any books in transit?*

In reply, 161 libraries reported that they had lost not one, 8 gave no answer, and 34 reported varying losses of books shipped both by parcel post and express. Doubtless some of these losses were reported twice, both by the lender and the

borrower, but, taking the figures at their worst, 41 volumes were reported lost in transit, 2 damaged in transit, and 1 damaged by fire in a post-office. Seven libraries reported they had lost very few, and 1 reported it had lost very few or none.

The figures from some large libraries are given in Table XII. In each instance the number of volumes borrowed and lent is for the five-year period from 1925 to 1930.

Considering the large number of volumes borrowed and lent by these libraries, the losses are a very small percentage of the

TABLE XII

University	Volumes Borrowed	Volumes Lent	Losses
Chicago.....	3,665	13,069	Lost very few; 1 in 1929
Columbia.....	2,220	4,531	Possibly 2 in 5 years
Michigan.....	2,342	6,838	Lost 2 last year; first in 15 years
Ohio State.....	1,395	1,402	Lost 2 or 3
Pennsylvania.....	1,233	2,908	Lost very few or none
Princeton.....	2,007	2,543	Lost 4 in 7 years
Yale.....	1,841	3,766	Borrowing library threw away 2 pamphlets with wrapping paper

total. Nevertheless, there are losses, and it behooves each library to be as careful as possible. Several libraries reported that they did not ship books during the Christmas season, which is a wise precaution.

#### PAYMENT OF COST OF TRANSPORTATION

*Does the individual, for whom the books are borrowed, or the library pay the transportation charges?*

This deals with the internal administration of each library and not with the general question, for, of course, the borrowing library always pays the transportation charges both ways. It is regretted that this question was not asked, since a considerable number of librarians asked for information on the subject. Some libraries, however, added the information, so a record was kept of the answers, with these results: 5 reported that the library paid all charges; 1 library had a provision in its budget

to pay all charges; 2 libraries said that they paid one way and the borrower the other; 1 library reported that professors paid the charges one way and that students paid all charges; 1 library, that professors paid all charges and the library paid all charges for books borrowed for students; 1 library pays the charges for professors and the students pay all charges; 25 libraries reported that the individual paid all charges; and 1 library, that either the individual or the department paid all charges. One library, which originally paid all charges for the professors, made a change in its policy two years ago, requiring the professors to pay all charges; as a result there was a noticeable decrease in requests to borrow.

WILL THE PRACTICE OF INTERLIBRARY LOANS  
BECOME A BURDEN?

*Do you think that interlibrary loans are placing a burden on your library that may become too great to carry?*

From the figures in Table XIII it may be concluded that the majority of libraries are not worrying over the burdensomeness of interlibrary loans. The practice, to be sure, requires a great

TABLE XIII

	Libraries	Per Cent
No.....	151	74.3
Not so far.....	23	11.3
May become a burden.....	8	3.9
Sometimes.....	1	0.5
Yes.....	5	2.4
No answer.....	15	7.3
	203	99.7

deal of time in some libraries, but since libraries exist to meet the legitimate demands of their readers, it will undoubtedly continue to flourish. Some of the comments made under this question are noteworthy:

"The labor of wrapping and shipping, expense thereof, in a small library, is a nuisance and vexation, and this applies to both borrowing and lending."

[This small library estimated it borrowed about ten volumes a year and lent five volumes a year.]

"Consumes much valuable time. It proves to be a costly practice in many ways."

"We do consider that interlibrary lending is a burden to the library, but at the same time we consider it a great privilege to be allowed to circulate our books outside of the University."

"No burden as long as librarian handles the matter personally." [Similar comments were received from several other libraries.]

"Work is increasing. We may need an additional staff member, but this should not be prohibitive."

"May become prohibitive in the case of periodicals. The *Union list of serials* has increased these demands. Costs about \$1,500 yearly now."

"Takes one-half of the time of the reference librarian to check and verify requests to borrow and lend."

"Borrowing takes too much time in comparison with the results achieved."

"It is something that we need, and we are glad to give service to other libraries."

#### REMARKS BY LIBRARIANS

At the end of each questionnaire the librarian was invited to make any comments he or she might care to. Among these, the most common suggestion was that a charge be made by the lending library, the sum of \$1.00 per loan being the usual charge recommended, although one librarian recommended a charge of 10 per cent of the value of the book. This suggestion, made by both large and small libraries, deserves consideration. There is much to be said in its favor, and, as an alternative to restricted lending, I feel that few librarians would oppose it; it should, however, be held in abeyance until such time as necessity demands its consideration.

There is the problem of the college or university giving graduate work without the necessary library equipment to care adequately for the needs of its graduate students. To borrow such material in any quantity from another college library is obviously unfair. In such a situation the blame belongs not on the librarian's shoulders but on those of the administration. Little can be done in such a situation save refusal to lend. Just how large a library in a college or university giving graduate

work should be, is a debatable point: one librarian suggested a minimum of from 75,000 to 100,000 volumes.

One librarian stated that he considered interlibrary lending one of the most efficient activities carried on by American libraries in that it provided serious workers with important material which they otherwise could not obtain. Graduate schools, in the opinion of another librarian, must come to the plan of making travel allowance to research students so that they may spend a week, or a month, at certain libraries which are rich in a particular field. This type of subsidy, he felt, would cut down a great deal of borrowing. He also raised the question of requiring graduate students to choose subjects for theses with some regard to fields adequately covered by the local library, although he realized that it would be hard to convince the dean of the graduate school on this point.

The librarian of one large university library wrote, "One of the greatest obstacles in the way of uninterrupted development of interlibrary loans is the tendency of certain libraries to ask priority in obtaining sets and items of rarity on the plea of co-operation, only to find (in all honesty) in a few years that these items have become too scarce or valuable to lend." Retaliation, although perhaps un-Christian, might be practical in such cases.

The following are extracts from a more lengthy and interesting letter received from a college librarian in the East.

The subject of interlibrary loans is a vexing one, due chiefly to the fact that we have so few tools by which we can locate copies of a given book which is not in our library, and this is one of the questions which must be faced by college and university librarians in the near future. . . . I think it is the duty of every library, however small, that can possibly afford it to report their holdings of unusual and rare books to the Union Catalog in the Library of Congress. . . . There is little doubt, I think, that the unusual book will have to be located in the future through the Union Catalog in Washington, and I believe that the Library of Congress should charge a small fee for this service. It might be even possible for them to grant free service to libraries that had supplied a certain number of titles for the catalog. Aside from rare books, local items in history and local imprints might well be reported to the Union Catalog. . . . It is the duty of all colleges to equip themselves with the finest

library they can muster and to spend every cent they can possibly spend for books, but when this has been done, then it seems to me it is the duty of other libraries which are publicly supported to come to the rescue whenever this is possible. . . . No library, however large, can hope to have everything. Not even Harvard can go through a year without borrowing some books. I remember distinctly while I was at \_\_\_\_\_ that we lent a small volume to Harvard from our English seminar, which, had it been available, would not have cost them over \$1.50, and it was not an old book.

One librarian added: "Perhaps you ought to have included a question as to verification of titles. Some libraries expect the lending library to do reference work for them. This is manifestly altogether improper. Verification should be a general principle, and any exception should be sent with a full apology." This point is well taken, especially where it concerns the larger libraries having the tools to do the verification. But the large libraries must realize that some of the smaller ones have no means of verification, and that in such instances the large ones must be doubly charitable.

Another librarian voiced an appeal to the Library of Congress that is not without merit. From past discussions on the subject it is apparent that other librarians, if given the opportunity, would echo these sentiments:

Our most serious problem on the subject of interlibrary loans is to find a collection which embraces the things we should like to borrow for students who are doing a serious individual piece of work on subjects for which we cannot afford to buy a great deal of material, perhaps never to use it again. Our State Library, which will lend us any material available, of course does not always own the material we need. University Libraries and the Library of Congress will not lend to students. Usually this material is of a character not indispensable to us, and hence not a wise purchase because of our quite limited budget, which must be carefully planned. According to the Library of Congress, it is not "unusual" enough for them to lend it to us, but on the other hand it is not in either of the State Libraries in \_\_\_\_\_, both much larger than we.

We should like to suggest for the serious consideration of those in control of our "National Library," the legitimate requests of students in every college, and on the other hand, the small budgets of our college libraries which make it impossible to meet these legitimate demands. If it is the province of the State Libraries to supplement the collections of local public libraries, may it not just as surely be the province of the Library of Congress, supported



by federal taxes, to supplement the College and University Libraries in their serious efforts to bring to the students the material they so sorely need?

There were many other suggestions and comments, of which space will permit inclusion of only one—a letter which has been saved until last so that its plan of co-operation may be given due emphasis:

It may be of use to you to know about a plan on which the college and university librarians of central and western New York are now working, which implies the greatest freedom in the practice of such loans.

The following institutions are participating in the discussions, with a view to actively sharing in the plans which are being worked out: Cornell, Rochester, Grosvenor (Buffalo), Hobart, Rochester Divinity School, Auburn Theological Seminary, Syracuse, Colgate, and Hamilton. Rochester and Syracuse Public Libraries are likely to take part in the matter of such things as trade and technical journals.

At our first meeting, we went over lists of periodicals in the fields of music, philology and literature, medicine, and chemistry. It was arranged that Rochester and Grosvenor should take care of music between them, Cornell and Hamilton philology, etc. We conceive that it will be possible by such co-operation to provide facilities for research in our region which will in the aggregate equal those of the very largest universities. It will be necessary for each of us to restrict ourselves in some departments, and to include in our periodical lists some journals that do not especially excite us, but fall within the scope of our collections. Ultimately there will no doubt be some exchange of serials between libraries, or at least of partial sets. But there will be a development of interlibrary loans on a large scale; not only of old volumes but of current numbers as well.

In each institution the faculty committee on research will make final decisions, in co-operation with the librarian—if he is not a member of that committee, as he is generally.

Cornell is as eager about this plan as any of us. It is of course advantageous to have serials in the libraries of the smaller institutions, where there are few graduate students, as it is practicable for such institutions to make loans for a longer period. And it is of advantage to have the needed serials in nearby libraries. . . .

May we not learn from the experience of the scholars' libraries of Europe? They have carried this business much farther than we, and are now extending it rapidly, driven by necessity. Heinrich Hagenmeyer was one of the great authorities of the later 19th century on the Crusades. He was the pastor of a small village church in Bavaria. He was a poor man, unable to travel widely. He edited medieval manuscripts relating to the Crusades, and was the authority on Peter the Hermit, for example. He did most of his work in his own

home, using manuscripts lent to him by the great libraries. I learned of his experience in 1928—to my immense astonishment. Of course that is only one instance. There are many others.

To return to our New York state plans. We are beginning with serials, but shall doubtless extend our plan to include costly books of all kinds.

Certainly a college exists primarily as a teaching institution, and collects materials for that purpose. But as it progresses, it acquires much that it needs occasionally but perhaps rarely. Its purpose is not only to teach the group of students gathered on its campus, but to promote scholarly activity among its instructors, even if only to keep them intellectually alive. But has it not a larger responsibility: to assist any scholars who may need its sources of information, so far as this can be done without crippling itself? I hope that the time will come when all the active colleges will join with the universities and large public libraries in working out a scheme of regional co-operative library development to make research easier for scholars throughout the United States. The *Union list of serials* has made it possible to begin such a plan.

KENNETH J. BOYER

BOWDOIN COLLEGE  
BRUNSWICK, MAINE

## CONTRIBUTIONS TO EGYPTIAN PENMANSHIP

IN THE years 1911-14 and in the decade after the war Professor Junker as commissioner of the Viennese Academy of Science explored the field of tombs in Gizeh westward of the Pyramid of Cheops. The most important excavation, the sepulchral vault of the Prince Kaniniswt I, a high dignitary of the beginning of the fifth dynasty (about 2700 B.C.), has been acquired by and exhibited in the Museum of Art of Vienna. In the ninth number of the *Guides* of this museum Professor Junker gives a very accurate description of this ritual chamber. His interpretation of its uncommonly well-preserved wall-reliefs will in a special degree confirm, even enrich, our knowledge of Egyptian penmanship. We know that the great historical value of these ritual vaults is founded upon the religious prescription to surround the dead body with the same milieu in which the living one had been accustomed to live. So Wehem-ka, the chief steward of the prince, plays an eminent part in these sepulchral reliefs. He was the head of numerous scribes whose principal work it was to make lists of the prince's villages and to keep them up to date. Therefore, Wehem-ka bears the title "Scribe of the Book-House." He and his scribes appear in very natural attitudes on the walls. He always carries an unfolded roll of papyrus in which he makes his entries, and like all his scribes he has the traditional two pens behind his ear. On the western wall he is followed by the scribes Kajemwehem, Mesi, and Theni, wearing palettes for the colors in their belts, rolled and tied up bundles of papyrus under their arms, spare pens behind their ears, bucket-like receptacles of papyrus, probably manufactured of antilope-skin, at their feet. Upon the left sham-door (see Pl. I) Wehem-ka is again discovered with writing materials and rolls of papyrus. On the northern wall we find the portrait of Prince Kaniniswt, according to his rank as "son" or "friend of the King," in towering size. Again the chief steward presents to him the "Book of the Vil-

lages" in the shape of an unfolded papyrus. Behind him the scribes Tensj and Theni-secher make their notes. In a lower row the scribes Chnum-hotep and Kedmerer are to be found.

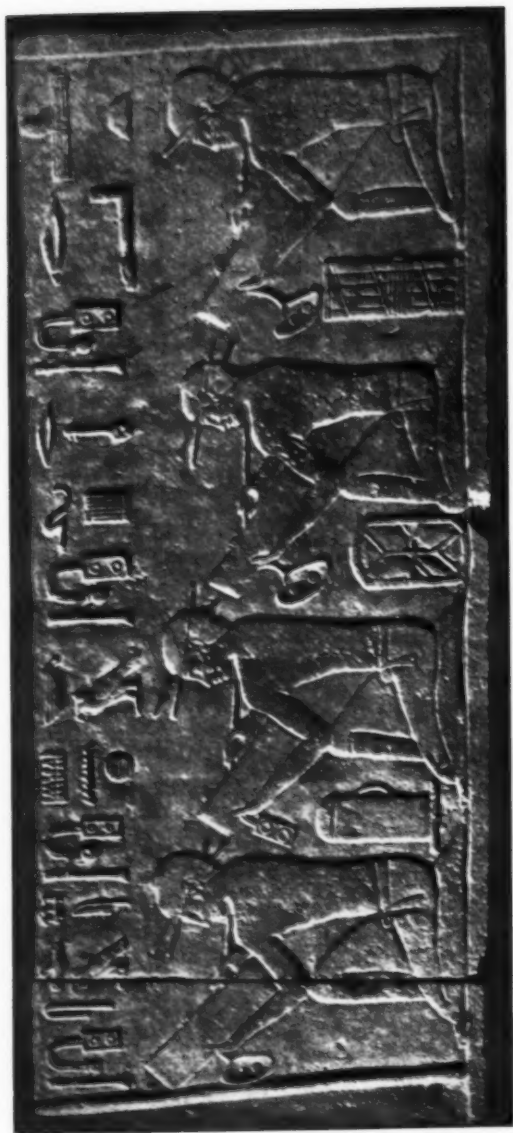
The third and lowest row of the northern wall is particularly instructive. Here four scribes, Sahi, Menech-ka, Peh-nefer and Ra-hotep, may be said to appear in full action (see Pl. II). The rather stiff monotony of their conventional crouching attitude, known by so many pictures, is happily interrupted by three quite different receptacles of papyri, placed on the ground between them. The first one with its handle and lid offers the striking illusion of a wine-jug, the second one with its graceful ornamental lines resembles a small box, while the third one in its evident likeness to a bundle of Roman "fasces" may be considered as archetype of a modern fascicle. Very curious are the palettes with their two inlets for the colors—black and red. Only the second scribe avails himself of that small slate-board that passed till now as the only form of an Egyptian writing-palette. The three other scribes are using a little shell that undoubtedly may be regarded as the older form of a palette. Even more remarkable is the attitude of the scribe. Professor Junker supposes that the scribe, while his right hand wrote on the developed roll, held the palette together with the papyrus with thumb and forefinger of his left hand. This exceedingly inconvenient position suggests almost the idea of a writer's cramp. Moreover, such a suggestion with regard to a people, whose art of penmanship had been so highly developed, and of a time in which this originally hieratic art had long ago become a profession, though a socially privileged one, seems highly improbable. Besides, by this interpretation, a button or a knob appearing just opposite to the palette on the right side of the leaf would remain unexplained. A glance at the marginal reliefs on the top seems to offer a clue. Save one very significant difference these instruments have a striking likeness to those writing implements—known by frequent illustrations—that the Egyptian scribes threw round their shoulders. The difference is this: the connection between palette and stick is not movable but fixed, not a string or a strap, but a piece of

PLATE I





PLATE II







wood, perhaps even metal. Nothing seems more obvious than that this implement has been so ingeniously attached to the back of the opened papyrus, that the left hand of the scribe was entirely released regarding the palette. As long, however, as a picture of the reverse of such an instrument in its function has not yet been discovered, a conclusive proof of its application, much as it obtrudes itself on our imagination, cannot be furnished.

DR. G. A. CRÜWELL

UNIVERSITY LIBRARY  
VIENNA, AUSTRIA

## SEVENTEENTH-CENTURY AMERICAN LIBRARIES

GRAND UNINTELLIGIBILITY is the epitaph which Carlyle wrote across seventeenth-century England in an introduction to the *Letters and speeches of Cromwell*. And the mechanization of the world since the 1840's, when he wrote, certainly puts us in no better position than Carlyle to understand the stern religiosity of that century. Literary critics, hot with the praise of Elizabethan spontaneity, speak of seventeenth-century "decadence," although a period which produced a Milton and a Bunyan, a Cromwell, a Civil War, and sent religious fanatics to the "stern and rockbound coast" of America must have been impelled by a certain amount of turbulence and originality. Even so, Mr. Carlyle would probably consider that anyone who attempted to investigate the reading habits and book collections of those English emigrants was playing dangerously into the hands of his own "Mr. Dryasdust."

New England, first of the New World to be settled extensively, for various reasons gives the best account of itself in the matter of books. Among the early settlers of Massachusetts, many were wealthy and well educated. No less than one hundred, in fact, were graduates of Oxford and Cambridge. A direct result of this, of course, was the establishment of a college as early as 1636, a printing press in 1638, and a good many bookshops. One John Dunton, who went to Boston in 1686 to set up a bookshop, "found no less than eight bookstores and no mean supply of books."<sup>1</sup> The same John Dunton, who in seven years imported books<sup>2</sup> to the value of £567, said of another bookseller, John Usher, "This trader makes the best figure in Boston; he is very rich; adventures much to sea; but has got his estate by bookselling."<sup>3</sup> Booksellers, furthermore, went around

<sup>1</sup> Justin Winsor, *Memorial history of Boston* (Boston, 1882-86), I, 500.

<sup>2</sup> W. C. Ford, *Boston book market, 1679-1700* (Boston, 1917), p. 21.

<sup>3</sup> J. G. Palfrey, *History of New England* (Boston, 1858-90), III, 69 n.

the countryside and did a good business in early New England.<sup>1</sup> A second printing press was set up in 1674, and several others before 1700. *Pilgrim's progress* was printed in Boston in 1681,<sup>2</sup> and there was a first attempt at a newspaper in Boston in 1690. Taken together, there is enough of this sort of evidence to indicate a people with intellectual and bookish interests.

As the seventeenth century progressed, the first settlers were by no means isolated from the mother-country. There was a constant interchange of ideas and books. Some of the colonists were corresponding members of the Royal Society after its foundation in 1660. The first interest of old England until after the Restoration, and of New England until much later, was, however, religion; and in the old New England libraries a large proportion of the books was devoted to theology.

In 1638 John Harvard left, by will, 320 volumes to form the nucleus of the first Harvard College Library. This collection grew slowly in the course of the century, principally by bequest and gift, so that a catalogue completed in 1723 showed 3,100 titles.<sup>3</sup> Unfortunately, this early library was entirely lost by fire in 1764, when it had some five thousand volumes. A list of the benefactions to the library during the seventeenth century<sup>4</sup> fills less than one printed page, but it was not until the next century, after the fire of 1764, when the universal response of the public to repair the loss was quite extraordinary, that the library began to benefit largely through gifts. It is plain, however, from the care with which wills listed books in the earlier period, and from the conditions that were frequently attached to gifts, that books were sufficiently scarce to be prized. One gentleman, for instance, made a gift in 1849 to the Harvard Library of a thesaurus, in four volumes, upon condition that

<sup>1</sup> T. G. Wright, *Literary culture in early New England, 1620-1730* (New Haven, 1920).

<sup>2</sup> S. A. Green, *Ten fac-simile reproductions relating to various subjects* (Boston, 1903), pp. 13 ff. Only the title-page is here reproduced in facsimile.

<sup>3</sup> T. G. Wright, *op. cit.*, p. 182.

<sup>4</sup> J. Quincy, *History of Harvard University* (Cambridge, 1840), I, 512-13. The donations to the College during the seventeenth century are here enumerated as Appendix 23.

he would have free access to it at any time and that, in the event of having a son who needed it, he might have the privilege of recovery.

Three-fourths of the volumes of this Harvard Library were theological, with perhaps the classics coming second, to occupy no more than a shelf or so. In a list of "Selected titles from the 1723 catalogue of the Harvard Library"<sup>1</sup> there are, however, items racy enough to be considered by pious New Englanders as on the verge of paganism. Among others appear Chapman's *Homer*, North's *Plutarch*, and Montaigne's *Essays*.

As pioneers, the colonists did not neglect the realm of books, for in 1656 they established a public library in Boston. This institution had its origin in the will of Captain Robert Keayne, who, while living, was heretical in his opinions and niggardly in business but who decided to leave pleasant memories behind him by making public bequests. Among other things, he left money for a building which was to provide under one roof a shelter for farmers coming to market, a courthouse, an armory for an artillery company, and a public library.<sup>2</sup> As a nucleus for the library he bequeathed his own unpublished writings on the Bible—an act of thoughtfulness which may or may not have been an asset. However, a building was erected and the captain's legacy supplemented first by public subscription and then by the selectment of Boston. The maintenance of the building was met jointly by the colony, Boston, and Suffolk County.

How successfully this library flourished side by side with farmer, judges, and artillery and how many frequented its doors will perhaps never be known. However, it survived one fire in 1713 and persisted almost a century, until completely burned in 1747. During that period it became the center of Boston, distances were measured from the Town House, and bookstores clustered around it.<sup>3</sup> Many left books to the "Public Library of

<sup>1</sup> T. G. Wright, *op. cit.*, pp. 272 ff. This list appears as an Appendix running to twenty pages.

<sup>2</sup> *Publications of the Colonial Society of Mass. Transactions, 1908-09* (Boston, 1911), XII, 116 ff. The parts of the will dealing with the proposed library are here reprinted.

<sup>3</sup> J. H. Benton, *Story of the old Boston Town House, 1658-1711* (Boston, 1911), *passim*.

Boston," and in 1702 the selectmen of Boston had a catalogue made of the "Town's Library," now unfortunately lost. The general willingness of this community of wilderness-breakers to support a collection of books that would be accessible to its members at large is a significant item in the history of American libraries, as well as being an additional indication of the high cultural level of the first settlers.

Aside from the College Library, however, the really first-rate libraries in seventeenth-century New England were private. The only other book collection of a semi-public character was the Library of King's Chapel, Boston, begun with a gift of 96 volumes from King William in 1698 and kept, with additions, in the house of successive ministers of the church until it was turned over in 1823 to the Boston Athenaeum.<sup>1</sup>

In colonial New England the name of Mather stood supreme for all there was of culture as well as righteousness. Richard, who became a leading minister in Massachusetts from the time he first landed in 1635, was the father of the even more illustrious Increase Mather. The latter has in recent years been revealed to us as one with considerable urbanity and catholicity of interest.<sup>2</sup> From a world that looked upon personal salvation as fixed at birth, that considered the state an enlarged congregation, and gave short shrift to dissenters, and from the leadership of a people that took upon themselves the blood of witches, Increase Mather from time to time retreated to his study where he had gathered a notable collection of books. "I loved to be in no place on earth so much as in my study," he said. Among his thousand or more books was a preponderance of theology, but there was striking evidence of other interests. Books on travel, geography, botany, medicine, mathematics, astronomy, and certain other subjects that were probably well guarded from the youth of the community absorbed his leisure hours. In fact, a book which Mather published in 1683 entitled *Kometographia*, about the "nature, place, and motion of comets,"

<sup>1</sup> *Publications of the Colonial Soc. Mass. Transactions 1908-09* (Boston, 1911), XII, 131.

<sup>2</sup> K. B. Murdock, *Increase Mather* (Cambridge, 1925).

was alive with the contemporary stirrings in physical science abroad. The writings of the principal English men of letters of the time were also well represented in books by Marvell, Milton, Taylor, Fuller, and Herbert.<sup>1</sup> John Dunton spoke enthusiastically, if not critically, of Mather's library: "That as the famous Bodleian Library at Oxford is the glory of that University, if not of all Europe . . . so I may say that Mr. Mather's Library is the glory of New England, if not of all America."<sup>2</sup>

Long before the death of Increase Mather in 1723, his son, Cotton, was one of the principal divines in Massachusetts. Like his father, Cotton was single-minded in his devotion to Puritanism and believed that godliness consisted, for all men, of following such a course as he, Cotton Mather, might chart for them. Despite uncompromising religious idealism, however, Cotton was probably more catholic in his reading and tastes than Increase. In 1700 he had about three thousand books in his library.<sup>3</sup> He was himself a prolific writer. In a single year he published as many as eighteen distinct works, including devotional books, pamphlets against selling liquor to Indians, and one against dancing.<sup>4</sup> One who called his library "the darling of my little enjoyments" is not difficult to believe when he says of himself,

I am able with little study to write in seven languages. I feast myself with the sweets of all sciences, which the more polite part ordinarily pretend to. I am entertained with all kinds of histories ancient and modern. I am no stranger to the curiosities which by all sorts of learning are brought to the curious.<sup>5</sup>

If he read all the books he had in his library, his statements are easily credible. A catalogue of Mather's books given to the American Antiquarian Society makes varied showing of litera-

<sup>1</sup> J. H. Tuttle, "Libraries of the Mathers," *American Antiquarian Society proceedings*, XX (1909-10), 269 ff. "A Catalogue of Books belonging unto Mr. Increase Mather" is here reprinted in full from an original in Mather's handwriting in the possession of the Boston Public Library.

<sup>2</sup> W. C. Ford, *op. cit.*, p. 23.

<sup>3</sup> B. Wendell, *Cotton Mather* (Cambridge, 1926), p. 179.

<sup>4</sup> *Ibid.*, p. 182.

<sup>5</sup> J. H. Tuttle, *op. cit.*, pp. 269 ff.

ture, classical and contemporary, and of what then passed for science.<sup>1</sup>

The possession of books was not confined to the Mathers or Massachusetts Bay. William Brewster, the spiritual leader of the Plymouth Plantation, left a library of 275 volumes.<sup>2</sup> Of an estate valued at £150, in fact, £43 were in books. More impressive was the book collection of Reverend Samuel Lee, of Bristol, Rhode Island, of whom Cotton Mather said in his *Magnalia*, "... hardly ever a more universally learned person trod the American strand." His books numbered no less than fourteen hundred and show remarkable diversity. Among numerous histories, 124 books on physics, and 83 on philosophy, are a life of Merlin and one of Mary, Queen of Scots,<sup>3</sup> indicating a somewhat more urbane point of view than was customary among his contemporaries.

To these outstanding libraries might be added many lesser ones, like that of John Danforth, of Dorchester, inventoried at £300, or Thomas Hooker's of the same value, or Davenport's, or that of Governor John Winthrop, of Connecticut. Enough has been shown, however, to prove the existence of vigorous intellectual interests in seventeenth-century New England and of plenty of reading matter. Of that day, as well as this, there may be question of how far culture was spread abroad. Then the staple of reading for the average person was the Bible, with an occasional volume like Foxe's *Book of martyrs* thrown in for full measure. But it is clear that there was a notable proportion of intelligentsia, many of whom explored in their reading beyond the bounds of Puritanism—and some of whom, like the Mathers, now and then retreated with the pain of a sinful conscience from the more glorious realms to which their curiosity had led.

New Englanders are often apt, when thinking in terms of

<sup>1</sup> *Ibid.*, pp. 313 ff. On the following forty-three pages is a reprint of the "Catalogue of Dr. Cotton Mather's Library purchased by Isiah Thomas and given by him to the American Antiquary Society."

<sup>2</sup> J. G. Palfrey, *History of New England* (Boston, 1858-90), II, 45.

<sup>3</sup> T. G. Wright, *op. cit.*, pp. 127 ff. The eighty items enumerated here give a good idea of the range of the library.

history, to look upon the rest of the country as an annex. This is due in part to the strong group of historians that New England has produced to write her history and in part to early introspective and antiquarian interest. However, in the seventeenth century New England was naturally the most self-contained section of the Atlantic seaboard culturally. The rest of the country was not concerned at origin with religious values but more exclusively with wresting a wilderness for material ends. Hence, it is not strange to find no great collections of books from New York to the Carolinas. What existed we have to judge mostly from contemporary wills, which suggest that they were carefully evaluated and prized.

A state with the cavalier and cultural traditions of Virginia, on the other hand, is not to be neglected in the matter of libraries before 1700. In fact, it is reasonably certain that a library assembled in connection with a college to be built at Henrico, Virginia, was the first of a quasi-public nature in America.<sup>1</sup> As the college project was abandoned in 1623 in the face of Indian disturbances, this particular book collection remains rather shadowy. Careful dusting of colonial wills, however, shows that books were not rare in Virginia.<sup>2</sup> Some of the wills of the great landowners, like William Byrd, Richard Lee, and Ralph Wormeley, itemize libraries of distinction. Wormeley's will, probated in 1701, had a list of books running to four pages, and included titles in law, politics, history, religion, and medicine. Edward Ball's will listed 117; Henry Randolph's, 200; and a certain Mrs. Willoughby left 110 volumes in 1673.

To one with general cultural traditions and with literary enthusiasms, these Virginian libraries had probably more to offer in the way of polite letters than those of the same period in New England. There was a worldliness in Virginia which was necessarily reflected in her people's reading. Positively racy are the titles,<sup>3</sup> for instance, in the library of Ralph Wormeley. Among

<sup>1</sup> B. C. Steiner, "Rev. Thomas Bray and his American libraries," *American historical review*, II (1896-97), 59 ff.

<sup>2</sup> *William and Mary College quarterly historical magazine*. In Vols. II-IV, VI, and VIII (1894-1900) appear catalogues of many libraries in colonial Virginia.

<sup>3</sup> *Ibid.*, II, 170.



his many travel books are *Some letters containing what's remarkable in Italy, England's beauty, and A prospect of ye most famous parts of the world*. That the amenities of life were not neglected is indicated by the *Art of making wine and brandy*, and the *Art of brewing*. A New Englander would undoubtedly consider that one who spent his time reading the *New art of lying* was flying into the face of the wrath to come. Colonel John Carter,<sup>1</sup> whose library was inventoried in 1690, could lose himself from time to time in *Lips of sweetness, A way to git wealth, and Dodona's grove*. About the same time Thomas Cocke left a library<sup>2</sup> including the *Schooling of the untaught bridegroom*, the *English rogue*, and the *Voyage of Sir Francis Drake*. A zest for adventure and enough preoccupation with the present to lend color to this life were altogether in keeping with the cavalier spirit.

There were, of course, no outstandingly large collections in Virginia at this period. Bruce, who has searched through the county records, gleaned hundreds of cases of individual libraries; but these vary in size from 5 up to 110 volumes.<sup>3</sup> Enough of this research has been done to indicate a creditable number of small collections widely scattered among the people and generally of sufficient importance to their owners to be inventoried. When one reads<sup>4</sup> of a certain Richard Russell carefully dividing his forty or more books among seven friends, one gets a glimpse of the esteem in which books were then held.

One reason why more books are not found in Virginia and other states was the absence of a printing press. Although a press was set up in Virginia in 1680 by William Nuthead, an end was very quickly put to the gentleman's labors by the council, which believed no good would ever derive from such an enterprise.<sup>5</sup> Of more permanent character was the press established in Pennsylvania in 1686 by William Bradford, who also moved to New York in 1693 to set up the first press there.

It is difficult, in any discussion of early libraries, to eliminate

<sup>1</sup> *Ibid.*, pp. 8, 18.

<sup>2</sup> *Ibid.*, IV, 15.

<sup>3</sup> P. A. Bruce, *Institutional history of Virginia in the seventeenth century* (New York, 1910), pp. 402 ff. This is a chapter based entirely on a study of the county records.

<sup>4</sup> *Ibid.*, p. 405.

<sup>5</sup> *Ibid.*, p. 402.

the Reverend Thomas Bray, rector in the 1690's of the church at Sheldon, England. To give effect to his fervid zeal for books and education, he organized first the Society for Promoting Christian Knowledge in London in 1698. Here are two quotations from his constitution for this Society:

That they proceed to provide Catechetical Libraries in the smaller parishes of this kingdom to enable the poor Clergy to perform their duty . . . and the market-towns with lending libraries for any of the Clergy to have recourse to, or to borrow books out of, as there shall be occasion.<sup>1</sup>

Dr. Bray entered into his own schemes with so much energy that a few months after the first meeting of the Society he reported to it:<sup>2</sup>

As to the Parochial Libraries for the clergy in the plantations there are thirty advanced to pretty good perfection and a foundation layd of seventy more, in all the value of near Two Thousand Pounds.

As to the dispersing good Books amongst the people of ye Colonies, there are several thousand sent, which will be given gratis amongst them to ye value of Five Hundred Pounds.

The principal beneficiaries of Dr. Bray's fervor in America were the southern colonies of Virginia, Maryland, Georgia, and the Carolinas. His main work was not done, of course, until after the turn of the century; and up to 1700 there is only sporadic record of his libraries, like that founded in Bath, North Carolina.<sup>3</sup> In 1700 Bray spent a short time in Maryland. Just before he left London, the minutes of the Society mention a grant to him of £20 for the establishment of parochial libraries in the Leeward Islands. Obviously, his crusading zeal had no geographical bounds. He quickly returned from Maryland to headquarters in London. In 1708 his work was recognized by Parliament, when it passed "an act for the better preservation of parochial libraries in that part of Great Britain called England."<sup>4</sup> His genius presided over the origin of so many collec-

<sup>1</sup> The original plan and minutes of the first meetings are reproduced in W. O. B. Allen and E. McClure, *Two hundred years. The history of the Society for Promoting Christian Knowledge, 1698-1898* (London, 1898).

<sup>2</sup> *Ibid.*, p. 24.

<sup>3</sup> *Annual report of the American Historical Association for the year 1895*, p. 177.

<sup>4</sup> D. Pickering (ed.), *Statutes at large. From the second to the eighth year of Queen Anne*, Vol. XI (Cambridge, 1764), chap. xiv, "1708," p. 492.

tions that he is easily entitled to the nook of a prophet in the history of libraries.

No particular enthusiasm for the printed page in the territory between New England and Virginia is visible before 1700. There were few books of any sort in Dutch New York except Bibles and psalm books, and occasional mention of these in wills indicates the passing along of such as heirlooms. It is only now and then that a larger collection is mentioned, such as that of the widow Bronck at Emaus which was inventoried at 54 books in 1643.<sup>1</sup> Her library included such works as Calvin's *Institutes* and was not essentially different from New England libraries except in the presence of several Danish items. Similarly, the calendar of New Jersey wills for this period indicates a state without sufficient time to develop its cultural side, although there are exceptions, like John Allen, of Woodbridge, who in 1683 left 252 volumes, "religious, medical, historical";<sup>2</sup> John Skeene, of Peachfield, whose books in 1695 were valued at 24 pounds;<sup>3</sup> and Elizabeth Tathan, with books in 1700 to the number of 552.<sup>4</sup>

However meager and tenuous were our seventeenth-century cultural origins, it is clear that such books as existed were deliberately thumbed and carefully preserved for the children of their owners. From New England divines whose book collections were distinguished for size and learning to the mass of the people in the thirteen colonies whose available reading were Bible and Psalter, there was a wide intellectual range. On the other hand, perhaps the real element of surprise is that a community necessarily preoccupied with blazing paths through the American jungle can account for itself so well in the matter of books. Yet the proud cultural traditions that hovered in the background of all the colonists were bound to assert themselves with growing intensity as time went on.

DARTMOUTH COLLEGE

ARNOLD K. BORDEN

<sup>1</sup> *Documents relative to the colonial history of the state of New York* (Albany, 1853-87), XIV, 42.

<sup>2</sup> W. Nelson (ed.), *Documents relating to the colonial history of the state of New Jersey* (Newark, 1880-1918), 1st series, XXIII, 10.

<sup>3</sup> *Ibid.*, p. 422.

<sup>4</sup> *Ibid.*, p. 452.

## THE CONTRIBUTORS TO THIS ISSUE

ARNOLD K. BORDEN: for biographical information see the *Library quarterly*, I (1931), 338.

KENNETH BOYER received his A.B. degree from the University of Rochester in 1923. He had already (1918-22) worked as part-time attendant in the Rochester Library, and in 1925 took his B.L.S. from the New York State Library School. From 1925 to 1927 he was librarian of Westfield Athenaeum, Westfield, Massachusetts. Since July, 1927, he has been assistant librarian of Bowdoin College, Brunswick, Maine.

The late DR. GOTTLIEB AUGUST CRÜWELL was born in Ceylon on September 10, 1866. Since 1897 he had been associated with the Universitäts-Bibliothek in Vienna. His interests, as his contribution indicates, were international, cosmopolitan: he knew England and India, Rome, Paris, Copenhagen, and Oslo. In the midst of an active career as director of the University Library, Dr. Crüwell died in Italy on December 22, 1931. The *Library quarterly* expresses for the library profession a sense of profound loss at the passing of another of its distinguished members.

ARUNDELL J. K. ESDAILE, M.A., F.S.A., has been secretary of the British Museum since 1926. Born on April 25, 1880, he was educated at Lancing and Magdalene College, Cambridge. His work at the British Museum Library began in 1903. He has also, since 1919, been affiliated with the London University School of Librarianship as lecturer in bibliography. In 1926-27 he was the Sandars reader in bibliography at Cambridge University. In addition to his editing the *Library Association record* (since 1924) and *The Year's work in librarianship* (since 1929), he has published numerous volumes, the latest of which, *A Student's manual of bibliography*, is reviewed in the current number of the *Library quarterly*, pp. 157-59.

J. C. M. HANSON was born at Nordre Aurdal, Valdres, Norway, on March 13, 1864. He was graduated from Luther College, Iowa, in 1882, and later studied in St. Louis and at Cornell University. In 1890 he definitely identified himself with the profession in which he is an outstanding figure when he became cataloguer and classifier at the Newberry Library in Chicago. From 1893 to 1897 he was chief of the

catalogue department of the University of Wisconsin. Then followed thirteen years (1897–November, 1910) as chief of the catalogue division of the Library of Congress. In 1910 he came to the University of Chicago with which institution he was associated, until 1931, as associate director of libraries (1910–27), acting director (1927–28), and professor of library science in the Graduate Library School (1928–31). He is now a consultant at the Library of Congress.

ERNEST J. REECE: for biographical information see the *Library quarterly*, I (1931), 90.

### THE COVER DESIGN

**E**UCHARIUS SILBER, alias Franck, whose device is reproduced on the cover, was originally a clerk in the diocese of Würzburg. He migrated to Rome and there between 1480 and 1510 conducted a printing office. So successful did he become in his new vocation that during his first twenty years he issued over 200 editions. Many of these, to be sure, were small quarto pamphlets of speeches, sermons, and official documents of the Roman *curia*, but besides these he printed a substantial number of more pretentious works such as the classics. The size of his editions, too, was sometimes quite large for the period; one of the *Politica* of Aristotle (1492) was of 1,500 copies. Silber's typography was excellent but plain. His books were seldom illustrated.

From a literary standpoint Silber's output shows us the effect which the assiduous study of Cicero and Quintilian had wrought upon the Roman *literati* of the late fifteenth century. Speeches of congratulation, funeral panegyrics, and similar oratorical productions flowed from his press. In fact, the vanity of speech-makers contributed in all probability in a substantial measure to Silber's success, for in some cases the author paid for the printing of a supposed masterpiece in order to distribute copies to his friends. But besides these rhetorical effusions, Silber issued numerous editions of the classics, including works by Cicero, Seneca, Vegetius, Theocritus, Lucan, Terence, Virgil, and Propertius, often with commentaries by Italian humanists, such as Michael Fernus and Hermolaus Barbarus. Less important but still numerous were his editions of works of canon law, theology, astrology, and medicine. One news-book, too, has since become very valuable—Christopher Columbus' *Letters concerning newly-discovered islands* (1493). Silber sold his books to a cultured and sophisticated

circle who demanded almost no books in the vernacular or of a popular nature. To be sure, the celebrated guidebook to Rome, the *Mirabilia Romae*, ran through several editions at his press but these were, of course, sold to visitors from outside the city.

Despite his spiritual status to which he constantly refers in his colophons, Silber had a son, Marcellus, who about 1510 inherited the prosperous printing office in the Campo di Fiori. Marcellus continued in the business until 1527 when he probably died. To him belongs the distinction of having issued in 1513 the first piece of Ethiopic printing.

In Silber's printer's mark, the cross-surmounted monogram HAE stands for "Eucharius Argenteus Herbipolensis," the Latinized form of his name and diocese.

EDWIN ELLIOTT WILLOUGHBY

GRADUATE LIBRARY SCHOOL  
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## REVIEW ARTICLE

### WILHELM MUNTHE ON "AMERICAN LIBRARIES"<sup>1</sup>

European librarians who visit America are often so overwhelmed with hospitality by colleagues, foundations, clubs, and organizations that, after returning to Europe and attempting to record their impressions, there is room for little but eulogies and commendation. Our strong points are emphasized, weaknesses passed over in silence. True, the accounts of Schwenke's tour in 1909 and of Hermann Escher's in 1922 cannot be regarded as mere hymns of praise to American libraries, librarians, and librarianship. They are plain statements of impressions and observations. This holds true also in the main of Munthe's contribution. He came for the express purpose of studying construction and equipment, our strongest assets. Had he found more time to observe, also, organization, procedure, personnel, and training, it is not unlikely that we should have profited from some of that pointed, stimulating, and constructive criticism which Munthe, when in the proper mood, is quite capable of providing.

As it is, his impressions of library structures, particularly some of the recent university libraries, clearly deserve to be brought to the attention of American librarians and students. The writer will accordingly endeavor to present a résumé, in part a free translation, of selected passages of the original, covering 35 pages which appeared recently in Dr. Collijn's periodical.

"Skyscrapers and libraries represent America's great contribution to modern architectural art," thus begins the article. Librarians are accorded their due share of credit for a development which has resulted in types and standards of construction found only in one other line, viz., the office buildings of American cities.

Unlike some of his European colleagues, Munthe was evidently fully aware of this recent progress in American library construction, and he accordingly in the autumn of 1930 secured permission from his government to visit America in company with the architect, Holger Sinding-Larsen, who had supervised the construction of the university library building at Oslo, and now with Munthe was planning an extension of this structure.

Plans of American libraries and literature concerning them are available in European libraries, but, as Munthe observes, the majority refer to public circulating libraries, are written by Americans for Americans, and frequently at time of dedication under pressure of festival solemnities, before the daily

<sup>1</sup> *Nordisk Tidskrift för Bok- och Biblioteksväsen*, XVIII (1931), 85-119. Cf. also *Zentralblatt für Bibliothekswesen*, XLVIII (1931), 447-78.

grind of service has afforded a real test of buildings and equipment. The most valuable and instructive descriptions of library conditions in a given country emanate, not from native librarians, but from visitors from another country. Witness the contributions of Y. Oddon (*Revue des Bibliothèques*, 38 [1928]), Schwenke in *Zentralblatt für Bibliothekswesen*, 29-30 (1912-13), and H. Escher's *Aus dem amerikanischen Bibliothekswesen* (Tübingen, 1923). Munthe's account is in a sense intended to bring down to date the section of Schwenke's impressions which deal with buildings and construction.

He makes some pointed remarks about our threadworn slogans, efficiency, economy, service, standardization, centralization, differentiation, monumentality, uniformity, and institutionalism. He omits, however, a number, particularly some of those used most freely by politicians and others as a cloak to cover a multitude of scholarly and professional shortcomings in their candidates for library jobs. His remarks along this line should be read in the original.

Munthe sums up the problems of a large public library thus:

"What is not a main library in a large American city? A book exhibit and a book store, with open shelves, a reading club, a storage for books, a museum of rare books, an art gallery, a folk high school with reading circles and lecture hall, a huge office with hundreds of officials and assistants, an establishment for binding and printing, a commission center for all the branches, besides an institute for the blind and a monster reading room for children, with its equipment of picture books, reading and story hours.

Here are enumerated only a few of the problems confronting the modern American public library. Being a university librarian and concerned chiefly with university libraries, the author could hardly be expected to run the entire gamut.

The public libraries of New York, Detroit, Cleveland, and Philadelphia are described in turn. It is obvious that, of the four, Cleveland ranks first, in the writer's estimation, with reference to organization, while Philadelphia presents the last word as to construction and mechanical equipment.

The Library of Congress is overcrowded, but will receive adequate relief when the new annex is completed. The existing arrangement for consultation of rare books, Munthe regards as temporary.

Turning to university libraries the writer finds that they have passed through a development tending toward concentration of building, but differentiation of service. The difference between an American and a Scandinavian university is clearly stated. The combination of an undergraduate college and graduate university, he calls a "College-University," to which have been added various professional schools, more or less closely connected with the original university.

This organization and development is reflected in the relation and growth of the university library. From being mainly a book collection intended to serve a general college, it has become the central library of the university and the special library of the humanities and natural science departments. The professional schools, on the other hand, have usually their own libraries, more



or less independent, with special building, staffs, and budgets. Although there is a tendency toward centralization of administration for all the book collections of the university, it is clear that the complete university library, according to European models, will be sought for in vain in America.

On the other hand, America does not know the great independent seminary libraries found in Germany and Northern Europe. Collections of books may be drawn for seminar rooms in the main library building, and special reading rooms are often provided for graduate students.

Of the professional schools, law is usually the most distinct and independent, a natural consequence of the difficulty found in the incorporation of the legal reference literature concerning legislation and procedure of the federal government and the forty-eight states into the scheme of the university library. All students and professors of law are accordingly obliged to carry on their studies in the law library which occasionally has a larger reading room than the main library. That the medical school also has its own library is often a result of location, at considerable distance from the university campus.

Accordingly the central university library finds that most frequently its scientific problems are restricted to the service of the graduate school of literature, arts, and science. On the other hand, it has to shoulder a burden with which European university libraries are not concerned to any extent; viz., the care of thousands of undergraduates who influence the entire student life of the institution, crowd the athletic fields and sport events, clubs, dormitories, and fraternity houses. For this mass of students, still in a very elementary and youthful stage of cultural development, special reading rooms must be provided, usually in choice locations on the first floor and near the main entrance, where between classes they can prepare for the next recitation, by making notes of prescribed or self-selected textbooks. Even though the great mass fail to take this preparation seriously, the library must nevertheless be prepared for avalanches of "young" who in great haste must obtain the necessary handbooks. These books are accordingly withdrawn in advance from the book stacks as "Reserved Books," and placed back of a counter, over which they are handed out for use, the period of loan being ordinarily limited to two hours. Frequently a copy must be provided for every five to ten students.

Through this arrangement American university libraries aim to restrict the use of the upper stories, including the main and special reading rooms, to graduate students and faculty. Stack access is also limited to advanced investigators. In spite of these restrictions, libraries suffer from present conditions; and the demand for junior colleges to provide for Freshmen and Sophomores is growing more urgent.

The first university library described by Munthe is that of Johns Hopkins University, whose central building plan providing for administration, stacks, professors' offices, seminar rooms, main reading rooms, all with easy access to the book resources, was at the time considered by some an approach to that long-sought-for ideal, the perfect university library building. However, the

example of Johns Hopkins has not been followed by other institutions for the simple reason that the most essential element of all, provision for future expansion, particularly of book stacks, had apparently been lost sight of. In reality it is not a university library according to European dimensions, but a building intended to provide for the seminars of the humanities group and the instruction carried on in these seminars.

Instead of copying Johns Hopkins, the university libraries of Michigan and Minnesota returned to the plans of the Widener Library at Harvard, and Munthe thinks that Minnesota has been particularly successful in solving the problem of concentration, while providing a varied service at low cost—a typical example of a library building planned with a view to economical administration. Its weakness is lack of daylight in a few of the interior rooms of the lowest story, and difficulty in providing for expansion, except vertically, through additional stories.

The two weaknesses of the Minnesota plan, Illinois has tried to obviate through provision for indefinite expansion of stacks and service rooms and by erecting at the outset three reading rooms, each with seating capacity of 500. All told, there are 1,800 seats for readers, including 140 in stack carrels.

The University of Rochester adheres rather closely to the plans outlined, but adds a tower of 19 decks to serve as a bookstack. This tower represents an approximation to the Sterling Memorial Library plan at Yale, found also in other university library plans as yet only on paper (Chicago, Princeton).

The Yale Library with its "fantastic dimensions, cost, and complicated ground plans" does not come within the purview of the development which Munthe has had in mind; viz., increased economy, concentration, with possibilities for expansion and elasticity. Apropos of his visit to New Haven he has this to say:

I came to Yale with great misgivings as to this "monster" whose loan desk was to form the high altar in a cathedral at the foot of a sky scraper of 16 stories. But I was charmed. The Gothic exterior was natural in consideration of the general plan of the other buildings on the campus. The entire structure breathed a certain 'festivitas' which could not but impart a feeling of comfort and good humor, whether wandering about in the lofty entrance hall, under the arches with their entertaining carvings, while seated in the old fashioned oak panelled office of the Chief Librarian, with its open fire place and leaded windows, or looking out from the seminar rooms in the book tower over the city, the hills and the Sound.

Here follows a series of discussions on library planning, location, style, ground plan, stacks, book tower, carrels, loan desk and catalogue room, main reading room, other study rooms, faculty studies, browsing rooms, exhibition rooms, wardrobes, offices, etc. They contain many interesting and useful observations, but lack of space will prevent their inclusion in the present résumé. Only a few of the writer's comments of special interest for university libraries will be noted.

In his investigations of study rooms and faculty studies, Munthe has observed one problem which has given the chief librarian of many a university

library deep concern—the tendency of one professor or department to claim exclusive control of a given seminar room or faculty study. In theory, faculty studies are assigned to professors who have special need of them because engaged in research demanding prolonged and ready access to certain books or classes. Conferences with students are permitted in the studies, but not their use as regular offices. Telephones are accordingly not installed, but where is the line to be drawn? The professor in possession has his notes and memoranda here. More and more of his private books are brought in; a smoking jacket, a cigar box, a comfortable rocking chair, soon give an air of comfort to the study. After he obtains a key, posts his card on the door with notice of consultation periods, there are gradually created within the library extraterritorial enclaves not to be entered by library employees without preliminary *pourparlers* and observation of much diplomatic tact. Harvard has 70 of these offices. Library buildings of later date have reduced the number and connected them with seminar rooms where they are expected to do less harm. The development is a logical outcome of the American system which aims to concentrate all the book researches of the university in the library, a system which is breaking down of its own weight. Granted that all faculty members of the humanities departments have the same claim to individual studies as professors of the science departments to their own laboratories, it is obvious that it must lead to dissatisfaction if the librarian permits a few to establish themselves in special study rooms. To provide in this manner for all is obviously an impossibility.

Accordingly, development must proceed either in the direction of further division of the central library by departments of instruction, or erection of separate buildings for the departments to house studies and seminar rooms.

Munthe's remarks on the more mechanical side of our libraries, e.g., equipment, offices, ventilation, and lighting, elevators, rest rooms, book conveyors, reproducing machines, etc., show the keen observer. It is an up-to-date statement that provides an excellent survey of present-day conditions existing in libraries erected or remodeled within the last twenty years.

Similarly, the writer makes some observations on personnel which deserve to be noted. Staffs in American libraries, he finds, are much larger than in corresponding European institutions. He cites the University of Michigan with 107 full-time assistants, exclusive of a large number of half and one-third time apprentices, mainly student assistants. The library contains some 700,000 volumes with annual accessions of about 25,000, and is open fourteen hours a day. There are eight reading rooms in the central and ten in branch or departmental libraries, with regular attendants, hours forty to forty-two a week exclusive of the lunch hour.

Classification of personnel is usually into professional, sub-professional, and clerical, the dividing line between the last two being difficult to determine. On the other hand, there has arisen a marked distinction as between officers and staff. The first consists of the relatively few heads of departments, most fre-

quently with some graduate academic training, while the main staff is made up chiefly of young ladies with one year of library school, sometimes with, sometimes without, a college degree. This development impresses the writer as presenting rather an approach to the standards and methods of the great business houses with their chiefs of divisions, each with an army of office girls, than to the European university library, whose main strength is represented by a group of librarians, each with the highest university training.

It is easy to pick flaws in either system. In European university and reference libraries, lack of clerical help often results in assignment of librarians with scientific and professional training to tasks which an experienced and intelligent young lady can do as well or better. In American university libraries, the great supply of cheap women assistants has reduced a large part of the staff to "hand maidens of the learned world" and has prevented the profession as a whole from attaining that academic rank and recognition to which it regards itself as entitled because of its share in the work of the university. As a result, the recruiting of persons capable of filling the highest positions has gradually become difficult. True, the chief librarian is sometimes one of the highest salaried officers of the university, but one hears complaints that the strongest personalities are often attracted by the more independent positions in the great public libraries. A strong movement has recently been noted to raise academic and professional entrance requirements and to create prospects attractive to promising university graduates (i.e., graduates who combine with special academic preparation adequate professional training). On the other hand, it is always emphasized that the purpose is to avoid creation of sharp divisions between grades, and that academic merits must never weigh as heavily as personality, practical ability, and the sense for "successful service."

Munthe concludes his able and sympathetic sketch by an acknowledgment of the leadership of American public libraries, the advance of special libraries far beyond that of corresponding institutions in Europe. American university libraries are so different from those of Europe that imitation by the latter is out of the question. European university librarians have nevertheless much to learn from their American colleagues in matters of construction, technical equipment, and service. American librarians who have studied prevailing cataloguing and classification systems in European libraries might be disposed to add something at this point, but as representatives of a younger civilization they will be modest enough to refrain.

Munthe concludes by saying: "America is the land of library experimentation . . . : a visitor from abroad is confronted by new ideas, methods, problems, perspectives, ideals. America is not a land—it is an atmosphere."

J. C. M. HANSON

CONSULTANT, LIBRARY OF CONGRESS

## REVIEWS

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*A Student's manual of bibliography.* By ARUNDELL ESDAILE. New York: Charles Scribner's Sons, 1931. Pp. 383. \$4.00.

There should be a warm welcome for this brief and inexpensive but expertly prepared manual for "young students of librarianship." It is based on lectures to English students, presumably at the University of London School of Librarianship, but "it is hoped that the book may be of use to foreign as well as to English students."

Bibliography is defined as "the art of recording books" and the science "of the making of books and [*sc.*, the science] of their extant record." The two "halves" of bibliographical method are "analytical" (*i.e.*, description of books), involving knowledge of "book-building" technique and of historical bibliography, and "systematic" (*i.e.*, the arrangement of entries).

Chapters ii-vi deal with the technique and history of writing and printing materials, printing, illustration, and binding; chapters vii-viii with collation and description of books; chapters ix-x with "some classes and examples" of "primary" and "secondary" bibliographies; chapter xi with the arrangement of bibliographies; the Appendix sets some sample examination papers; following the Index there are seven samples of book papers.

It follows from Mr. Esdaile's definition that he is concerned more with the making of the record than with the use of the record, more with bibliography as an "art and also a science" in itself than with bibliography as an auxiliary to studies in whatever field. Even his "full standard description" of books does not provide for notes on the scope and treatment of the book's subject matter, and page 16 tells us that one should not look to bibliography for the criticism and selection of books. In justice, Mr. Esdaile admits that the librarian has to "assign relative values to rival books" and, in a footnote, that this work "can never be done for him by any of the guides which are now published." If the reviewer may point a moral, it is that bibliography will not attain to its full sphere of usefulness until it does more than record the identity of the work, the edition, and the copy—until the biologist, engineer, and historian add bibliography to their activities or the bibliographers of these subjects add the subjects to their working knowledge, or both.

But even with the relatively strong emphasis on bibliography as against bibliographies, we needed just such a brief introductory manual in this country, partly because it does emphasize the "analytical" and "historical" bibliography on which we have perhaps placed too little emphasis, and also because it does, at the same time, provide an introduction to bibliographies in a

"number not outside the power of the student to get some acquaintance with," even though the number is entirely inadequate and fails to include some of the most outstanding subject bibliographies.

It is difficult for an expert to be elementary enough. The beginning bibliographer might like more explanation of non-cellular material in rags, of felting, of the difference between machine-made paper and machine-made paper; or he may ask his instructor what were the Byzantine, Celtic, and Carolingian styles of illustration, what is "cross-hatching," how does one sew "two sheets on," how does overcasting differ from stabbing, etc.; but, on the whole, aside from topics like the history of writing which are intentionally omitted, Mr. Esdaile has left little that is essential unexplained.

Also, brevity is bound to cause losses by overcondensation and omission. One step in the process of papyrus manufacture is omitted, and no mention is made of its recto and verso. The photostat and film might well have been included in the chapter on book-making. "Parts of a book" might have mentioned chapter, paragraph, and side-headings. A standard form for footnote references would have been useful, and, both in this connection and in the chapter on description, some attention should have been given to periodical articles, etc. American students will miss many "landmarks in the history of printing" in America, and corresponding lacks will be felt by other "foreign" students (the Preface gives warning of this discrepancy, but the title-page bears an American imprint). Miss Stillwell's *Incunabula and Americana* would have been a more useful reference on bibliographical terms (p. 32) than the work cited, which is only in preparation.

A list of bibliographies intended only as "classes and examples" may not fairly be expected to sample every class and subject, but, even so, the student may derive a false perspective by such omissions as Rodenberg's *Deutsche Pressen*, Tomkinson's similar *Select bibliography for Great Britain and Ireland*, various bibliographies of bibliographies of special subjects (especially those published as Bulletins of the National Research Council), etc., etc.

More distressing is the method of citing the bibliographies, which does not conform to any of the four methods of description set forth by the author in chapter viii, but is something between "minimum entry" and "short entry." Number of volumes is not given, and even where one infers more than one volume from the dating, there is no indication whether the additional volumes are part of the original work or are supplements. The entries of the *American Catalog* [*sic*] and the *U.S. catalogue* [*sic*] are misleading without a note of the various editions, and Schwidetzky (No. 161) is not indicated as a *Beiheft* of the *Zentralblatt für Bibliothekswesen*.

It seems to be impossible for the author of a general elementary textbook, as for the popular writer, however expert, to avoid the statement of probabilities—and sometimes doubtful ones—as facts and of his own opinions regarding practice as definitive. Are we sure that "the first writing material was stone . . . the first pen a chisel"? Was freshly made papyrus "white"? (Cf. mod-

ern experiments in papyrus making.) The normal direction of writing on papyrus in antiquity (p. 34) was not universal.

There are obvious objections to printing notes at the side of the page (p. 88). There are indexes which cannot and should not be amalgamated into one alphabet. Is it not possible to place a small volume of text and its large portfolio of plates together—on the folio shelves? (p. 91).

As with the origin of writing materials, dogmatic statements about the invention of printing based on the *argumentum ex silentio* are dangerous, and that which Mr. Esdaile says is "almost certainly not true" of block books is, rather, not proved. For the sake of making a point—and a good one—Mr. Esdaile rather exaggerates the lack of contact between the first printers and the Italian renaissance and of that between the various artistic guilds. He is rather hard on publisher's series (p. 124) and publisher's binding (p. 186), when one considers that his own book is a fairly creditable example of both.

To the statement that "no metal-engraving ever appears to be an integral part of the book as the woodcut does" (p. 152), it may be remarked that the difference is one of degree rather than of opposites, and that, as a matter of fact, neither metal-engraving nor woodcut ever appears to be an integral part of the book as the manuscript illumination does. The diptychs from which the codex is thought to be evolved (p. 197) were not necessarily of ivory but were probably oftener made of wood. The reviewer has a preference for the "generally abandoned" (?) practice of binding pamphlets collectively.

The reviewer does not believe that the distinction of "primary" and "secondary" bibliographies (p. 273), based on Vorstius, is a very happy one, if, as Mr. Esdaile seems to say, the secondary is merely a selection and rearrangement of material from the primary; for no bibliographies depend more immediately on the books and articles themselves than such "secondary" ones as *Biological abstracts*, and, furthermore, if these were to be compiled from the so-called "primary bibliographies," they would lose in promptness, completeness, accuracy—everything. As a matter of fact, Mr. Esdaile must have realized this when he included Bursian's *Jahresbericht* in his "primary" list. Does all original work in science really appear in periodicals?

Real errors, in fact or in type, are few and insignificant, and the occasional errors of dogmatism which we have noted as inevitable in such a condensed and elementary book are more than offset by the general accuracy of statement, sanity of opinion, and clearness of exposition. Among the new researches which here find their way into the general literature of our subject, the reviewer notes with particular interest, the theory of metallography as the step toward typography (p. 96) as advanced by Audin—a theory to which the reviewer has long been inclined *a priori*. The reviewer does not share Mr. Esdaile's liking for very small books (p. 122) and for italics (p. 137). If "legibility amounts to little more than the habit of the eye," why not Gutenberg's Gothic?

HENRY B. VAN HOESEN

BROWN UNIVERSITY LIBRARY



*Jahresberichte des literarischen Zentralblattes über die wichtigsten wissenschaftlichen Neuerscheinungen des deutschen Sprachgebietes. Siebenter Jahrgang 1930. Mit Anhang: Personen- und Sachregister des Nachrichtenteils. Zugleich Register zu Jahrgang 81 der Zeitschrift.* Herausgegeben von der Deutschen Bücherei. Schriftleitung, Bibliothekar DR. HANS PRAESENT. Leipzig: Verlag des Börsenvereins der Deutschen Buchhändler, 1931. Pp. 938.

The *Jahresberichte des literarischen Zentralblattes* are a continuation of Friedrich Braun's and Hans Praesent's *Systematische Bibliographie der Wissenschaftlichen Literatur Deutschlands*, issued under the auspices of the Berlin representative of the Russian Commissar for Education, published 1922-24, for the years 1914-23. In 1924 the Index to the *Literarisches Zentralblatt*, which has developed into these *Jahresberichte*, appeared in twenty-four parts, each devoted to one subject with brief reviews added to the titles; with 1925 and following, it appeared in one volume without reviews or summaries, for which one is to use the *Literarisches Zentralblatt* itself.

These are now published under the imprint of the Börsenverein der deutschen Buchhändler by the Deutsche Bücherei, doubtless from the accessions of that library. Its collaborators are those of the *Zentralblatt*, of whom the greater number are librarians at the Deutsche Bücherei, as is its editor, Dr. Praesent.

Its field is the German "Sprachgebiet," that is, it includes everything published in German, excluding belles-lettres, but including German works published in Austria, Switzerland, or in other countries. A former supplement on foreign books, consisting of books sent to the *Zentralblatt* for review, has now been dropped, to the bibliography's distinct gain.

The systematic scheme of the *Jahresbericht* follows that of the *Literarisches Zentralblatt* exactly; there are now thirty-one main subjects, each in turn divided and subdivided, so that groups such as the following result: Provençal language and literature, ceramics, prehistoric settlements (this last again divided!), history of Switzerland (geographically subdivided), and historical cartography. The *Jahresbericht* for 1930 contains about six thousand titles of books and periodical articles, to which are appended the column numbers of the magazine where the titles are notices (in the case of books, usually with a summary or a brief descriptive phrase), an author index, and an index to the persons mentioned in the *Zentralblatt's* short news notices, which are of little or no relevance to the *Jahresbericht* itself. The annual cumulations contain no titles not in the fortnightly numbers of the *Zentralblatt*. Their use will be mainly with the *Deutsche Nationalbibliographie* (too broad subjects) and the *Halbjahresverzeichnis* (subject index only) as a current subject bibliography for those subjects which have either no current bibliography or one not as full as this, e.g., political science, law, medicine, to mention only a few. Even some of the current subject bibliographies are not as inclusive as the relevant parts of the *Jahresberichte* (that on art, for example).



The *Jahresberichte* have their own system of ruthless abbreviation, which is not wholly explained in the List of Abbreviations at the end of the volume. The names of periodicals are abbreviated very arbitrarily indeed, and a considerable familiarity with the language is necessary to decipher such unexplained combinations as: "ev.," "Bildg.," "vaterl.," and "Aufg." Could not the library committee of the Deutscher Normenausschuss, which is doing so much for rationalization in Germany, exercise a beneficent influence here, in a publication planned for foreigners at least as much as for Germans?

M. K. SCHNACKE

BROWN UNIVERSITY

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*A List of books for college libraries.* Prepared by CHARLES B. SHAW. Chicago: American Library Association, 1931. Pp. xii+810. \$3.50.

The emergence of the library as an active and vital force in the educational organization of the college has been one of the most important developments in higher education within the last two decades. Changed methods of teaching, the substitution of wide reading for dependence upon textbook and laboratory, the broadening of the curriculum with increased emphasis upon the social sciences, have all contributed in focusing greater attention upon the college library than ever before. Indeed, so suddenly was prominence forced upon it that in many, perhaps most, instances the library was found wanting.

The Carnegie Corporation, in a desire to bring the college library to a position compatible with its new importance, decided to make available a considerable sum of money for college library purposes. An advisory group was organized, under the chairmanship of Dr. Bishop, and steps were taken to distribute money intelligently to a number of colleges. Since the activities of the group have been discussed in other publications, they require no elaboration here.

One of the criteria used to decide whether or not a college should be given a grant was adequacy of the library book collection. Here was the genesis of this *List of books for college libraries*. As the Preface states, the list was originally conceived as an aid in answering the question: "What basis have we for determining the quality of a college library?" Any attempt to evaluate this list must take into consideration the fact that it was compiled for a purpose other than the one it is now intended to serve. This in itself certainly does not invalidate the usefulness of the list for both purposes, but it does mean that the method of compilation must be considered with reference to the use now proposed for it.

The method of preparing the list has been described in some detail by its compiler in the *Library quarterly*, I (1931), 72-78; hence a brief statement will here suffice. A master list of titles was constructed, based on such bibliographies as the *A.L.A. catalog*, the *Booklist*, Mudge's *Guide*, and reserve book lists. The master list was checked by the faculty of Swarthmore College, and

the revised list was next submitted to a number of college teachers throughout the country, who were asked to indicate their opinion with regard to the appropriateness of the titles included. The results showed considerable disagreement, and the list was again sent out, this time to a dozen or more college librarians. Thus, the final list is the result of the judgment of the Swarthmore faculty, the additional group of college teachers, and the group of college librarians.

Regardless of what merits or defects this method may have for developing a criterion to test the adequacy of a book collection, we must here consider the method as a means of constructing a buying list, since that is now its principal use. Whatever is said in this review in evaluation of the method, is based on the assumption that the best judgment with regard to book purchases for a college library should come from subject-matter specialists. The fact that the specialists violently disagree means only that a considerable number must be consulted, and their judgments pooled. This method has been employed by at least three individuals—Hilton, Hester, and Gibson—in compiling lists for junior college libraries. To some extent it was employed in the present compilation. But certain facts must be borne in mind.

For one thing, the master list, in so far as it was based on the *A.L.A. catalog* and the *Booklist*, shows too great a dependence upon material which is intended primarily for public library use. For another, reserve book lists are likely to reflect too closely the subject matter of specific courses. Thus, they omit the borderline aspects; that is, the parts of a field of study not covered by specific courses. The question then arises whether such gaps were sufficiently filled in by the *A.L.A. catalog* and *Booklist*, and by the suggestions of the subject-matter specialists.

A third criticism, and in the light of subsequent findings a rather serious one, is the dependence upon the judgment of college librarians. A college librarian, *qua* librarian, is not a subject-matter specialist, and his opinion with regard to any title must have been influenced by the contents of his own library. In the absence of information concerning the quality of library represented by the librarians consulted, it is impossible to judge the value of their opinions. If the list was a valid criterion of an adequate book collection, then most college libraries are in relatively poor condition. Dr. Bishop states in the Preface that for ninety-six colleges the holdings of the 14,000 books on the list ranged from 1 per cent to a little over 58 per cent, with an average of 2,451, or about 17½ per cent. It is not stated whether the librarians whose judgment was sought came from this group of ninety-six; or if they did, what the holdings of their libraries were. But it is obvious that if they represented the middle group, or even somewhat higher than the middle, their contacts and subsequent knowledge of what a college library should purchase were exceedingly limited. It should be remembered that I am speaking here of the librarian as a librarian, disregarding his familiarity, as a subject-matter specialist, with the literature of one or more specific fields. Even if the latter were

taken into consideration, his competence to speak with regard to more than a few fields would be quite as limited as would be that of the college teacher.

So much, then, for method. What may be said of content, since after all, the librarian is primarily interested in the books? For the reviewer to attempt an evaluation of content would be to fly in the face of the very principles he has here set up. Unless one be equipped with the scholarship and eclecticism of a Herbert Spencer, one would be rash indeed to state that specific sections are good, others poor. Just as buying lists are best based on the judgment of specialists, so an evaluation of the lists is best undertaken by specialists. There will undoubtedly be a certain amount of disagreement. As Mr. Shaw himself recognizes, the list, in spite of its "14,000 titles selected on the recommendation of 200 college teachers, librarians, and other advisers," will be subject to criticism for certain inclusions and especially for omissions. Yet because of this very disagreement, and because of the objectionable practices which have here been pointed out (the two, I think, are significantly related), it would be exceedingly dangerous for any librarian to follow the list blindly in his purchases, as though it were a final authority instead of a first aid. A too ardent enthusiasm for the good which must reside in this list—since the list is, after all, in great measure the work of subject-matter authorities—must be tempered by the advice of the particular faculty members under whose direction the books are to be used.

Perhaps the book list is open to greatest criticism, from the standpoint of its use as an aid in book selection, on the grounds of arrangement. One cannot quarrel with the decision to list titles under departments of instruction, but the division within each department is almost completely without reason. Here, for example, are the classes under sociology and anthropology:

1. Periodicals
2. Reference books
3. General theory and history of theory
4. Texts
5. Society and human nature
6. Society and environment
7. Sex, the family, population
8. The social process (assimilation, accommodation, control)
9. Competition and conflict
10. Social change and social evolution
11. Special social problems (applied sociology)
12. Research and methodology
13. Social work and public welfare
14. Anthropology

These headings are not discrete; except in a few instances, they are not the names of specific courses; and if there is any reason why this should be the order of precedence, it is not clear. The difficulties of devising a suitable classification are considerable, but in the absence of such a classification, would it not have been more satisfactory to throw all the titles into a single alphabet, listing separately only the periodicals and reference books?

The main headings and subdivisions are listed in the index, but they would probably prove much more useful if included in the table of contents. The index itself, although a very competent and useful piece of work, might perhaps be even more analytical. A personal experience may illustrate a difficulty which is probably frequent. I was interested in ascertaining what the list included of books on printing. The index does not list "Printing" since it is not one of the authorized subdivisions. Then I turned to the table of contents and selected "History" as a possibility under which books on printing might be included. The choice proved to be a poor one. I then thought of Peddie's *History of printing* as a possible inclusion, and looked for this title in the Index, but it was not mentioned. However, I had my method, and next looked for Winship's *Gutenberg to Plantin*, which was included and directed me to page 286, where I found it and other books on printing listed under subdivision "History of books," in the main division called "General."

Now I am aware that my method was rather clumsy, but it is likely to be the way out for many people. Suppose, for instance, a sociologist looking for titles under "Marriage and divorce." Neither the index nor the table of contents will help him, and he may perhaps be driven to the same awkward expedient I found necessary in seeking the titles on printing.

But after all, it is unfair to devote a disproportionate amount of space to a discussion of the arrangement, for librarians will undoubtedly be able to cope with such difficulties as present themselves. In spite of all its imperfections and limitations, the list will be a welcome addition to the equipment of the college librarian, and will go far in serving him as the *A.L.A. catalog* does the public librarian.

LEON CARNOVSKY

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*Key to League of Nations documents placed on public sale, 1930; first supplement to Key to League of Nations documents, 1920-1929.* By MARIE J. CARROLL. Boston: World Peace Foundation, 1931. Pp. 107.

This book is more than a formal supplement to the original *Key* reviewed in *Library quarterly*, I (1931), 221. That useful volume incited so many letters from puzzled librarians that the *Supplement* devotes most of a three-page introduction to answering five groups of the most frequent questions. These are:

- A. What does the *Key* include?
- B. Where may one find bibliographic records, like the *Key*, of the publications of the autonomous and auxiliary organizations of the League and the documents of official international organizations?
- C. Questions relating to the best ways of binding League publications.
- D. Are title-pages to be had 1920-28?
- E. Questions from cataloguers concerning confusing author and title entries.

Clarifying comment on these topics is offered and much other helpful information of special value to librarians or others trying to arrange the mass of League publications for quick and easy use. The *Supplement* proper then follows on pages 1-62, arranged under the same captions and in the same sequence as in the *Key*.

There remain 45 pages which contain three useful new features. First and most important, the beginning of a subject index—a logical project following naturally when once the League documents are arranged and furnished with an official notation. Unfortunately the contents of many League documents are not discoverable from their titles. The new Subject index does not presume to cover this defect. For example, the Report of the Fifth Committee to the Tenth Assembly is entitled *General and humanitarian questions* and the report is entered under this caption in the new subject index with no concern or examination as to what these "questions" are. This superficial method may not seem very helpful but it results in an Index of several thousand entries under 435 topics—certainly a welcome and hopeful beginning. That it is but a beginning we are encouraged to infer from a mention of a projected "Index of individual subjects treated in the body of League of Nations documents." May it soon appear.

A list of League publications 1920-30 now out of print and a few supplementary notes on earlier documents described in the *Key* complete this useful volume and revive our gratitude to the World Peace Foundation and to the compiler.

J. I. WYER

NEW YORK STATE LIBRARY

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*Readings in library methods.* By L. D. ARNETT and E. T. ARNETT.  
New York: G. E. Stechert, 1931. Pp. 547. \$3.50.

This volume was compiled to satisfy the need of library schools for a comprehensive compilation of articles on library methods. The editors state in the Preface that their aim was to bring together, for student use in collateral reading, articles and extracts relating to library practice and endeavor. Beyond such school use the editors hope the compilation will be of value to anyone interested in library problems. Had the word "practices" been substituted for "problems," the statement could be accepted without hesitation; however, the value of the book to other librarian readers is not clear. More than half of the first forty articles are devoted to describing the method of particular libraries for performing a certain process. In other sections of the book, a similar preponderance of this type of article is equally apparent. While a "source book" of this type may be welcomed in many library schools, the modern student of library science is becoming less and less interested in such detail and more interested in values and objectives. This tendency has been completely ignored by the editors. One will look in vain for a discussion of how to discover the book needs of a community, but no less than three articles are

given on how certain libraries file their pamphlets. This is not as much a criticism of the editors of this volume as it is of a characteristic of library literature in general. And yet it seems reasonable to expect a modern compilation to take some note of this tendency, which is steadily increasing.

The articles are grouped under seven headings, closely following the standardized curriculum of most library schools: (1) reference work, (2) classification and cataloguing; (3) book selection and purchase; (4) library binding; (5) library administration and types of libraries; (6) library buildings; (7) history and description of library service. These divisions are comprehensive and carry definitely established meanings. However, the relative emphasis under these headings may well be questioned. Cataloguing of incunabula, maps, and music is treated in three separate articles, but there is no mention of the cataloguing of pictures, manuscripts, or government documents. Similarly in the section on reference work, the very pertinent problem of how much help should be given to seekers after information is not mentioned, and yet several excellent articles have appeared on this subject, notably, Dr. Bishop's seventh chapter in his *Backs of books*. Furthermore, the only discussion of principles in the selection of reference books is Mr. Austen's article "Principles governing the selection of a reference collection in a university library," a somewhat specialized aspect of the question. In the section on printing, articles on Gutenberg, Caxton, the Elzevirs, and the Estiennes are included. One may ask why the last two were chosen instead of Aldus, Plantin, Jensen, or others. Among all the articles on buildings, not a word is to be found on the subject of planning for future expansion. The articles selected under taxation and library revenue, as well as others, lead one to wonder why articles giving a more general and complete picture of their subject were not included.

Although published in 1931, the book is not up to date. The most recent article included bears the date 1927; a few articles are dated 1926, but the majority range from 1900 to 1915. Neither does the volume cover current practices. In the Preface, the editors state that one of the chief problems now before the profession is the place of the library in adult education. And yet not a single article is to be found even remotely touching this problem. In a similar manner, nothing is given on methods for instructing people to use the library more efficiently, though that surely is also a problem of great interest today.

In library schools where student enrolment outruns the available files of the library periodicals, this volume will prove of great value. And where such files are not available at all the volume will prove an indispensable substitute. Its value to librarians in general, however, is less apparent, for it is neither an up-to-date summary of problems and progress, nor a satisfactory compendium of principles and standards.

E. W. McDIARMID, JR.

GRADUATE LIBRARY SCHOOL  
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*Jahrbuch der deutschen Bibliotheken.* Herausgegeben von Verein deutscher Bibliothekare. Jahrg. 21-22. Leipzig: Harrassowitz, 1931. Pp. viii+407.

This single pocket-sized volume is, in part, a German equivalent of our A.L.A. *Handbook* and Bowker's *Library directory* combined. The German volume contains about four hundred pages and it weighs just less than 1 pound; together the two American books run to nearly one thousand pages and their weight is 4½ pounds. This difference in bulk, however, is not particularly enlightening until one examines the difference in content.

The *Jahrbuch* records four major groups of data: (a) a geographical list of 543 scholarly (*wissenschaftliche*) libraries; (b) an alphabetical list of about one thousand librarians; (c) new legal regulations concerning librarianship; and (d) statistical tables. The scope of the material recorded in each of these groups is best shown by illustrative examples.

a) (Libraries) Aachen. City Library, 3 Fishmarket Street. ca. 160,000 volumes (1000 volumes and 185 periodicals in Reading Room), 277 manuscripts. Expenditures for books, 1929, \$2,000 (including binding costs); other operating expenses (excluding salaries), \$1,363.75. Budget for 1930, \$2,125 and \$1,333. Open week-days, 9:30 to 1:00 and (except Saturdays and in August) 3:30 to 6:30. Director, Moritz Müller; Librarian (vacant); Assistant Librarian, Wilhelm Bayer; 1 technical manager (vacant); 1 technical secretary; 1 technical assistant.

b) (Librarians) Abb, Gustav, Ph.D., Head of Public Service, Berlin City Library—born February 2, 1886, Berlin; Evangelical; studied history, philosophy, and German philology. Interne, Grieswald U. L., November 23, 1911; Göttingen U. L., November 1, 1913, substitute, July 8, 1914; assistant, Berlin U. L., April 1, 1915, associate, July 1, 1918; Berlin C. L., April 1, 1923, department head, April 1, 1928.

c) (Library regulations) March 25, 1931. U. V. 121.1 §7.

The written examination will include:

1) A sociological dissertation on a particular vocational group, selected by the candidate.

2) An extensive critique of a particular book.

(1) and (2) are to be written during the month preceding the examination.

d) (Statistics) The entries for the Aachen City Library through the nine tables show as follows for the academic year 1928-29:

Expenditures for books: new publications, \$468; continuations, \$776; periodicals, \$995; out of print, \$36; total, \$2,275.

Expenditures by subject: reference, \$482; theology, \$186; law and politics, \$535; medicine, \$144; natural science, \$19; technology, \$15; history, \$501; language and literature, \$162; philosophy, \$103; art, \$124.

Total expenditures: books and binding, \$2,271; other operating costs, \$1,188; total, \$3,459; capital investment, 0.

Accessions: purchases, 652; exchange, 0; deposit, 0; gifts, 138; total, 790.

Accessions by subject: reference, 170; theology, 69; political science, 140; medicine, 8; natural science, 13; technology, 2; history, 223; language and literature, 79; philosophy, 31; art, 55.

Circulation: calls, 11,594; calls filled, 10,106 (88 per cent); reported out, 700 (6 per cent); unavailable for use, 159 (1 per cent); not found, 629 (5 per cent).

<sup>1</sup> This list includes all active library workers of scholarly standing; those who are members of the Verein are marked with an asterisk.



Local use: days open, 297; readers, 11,880; daily average, 40. Local loans: readers, 9,339; volumes used, 15,254.

Non-local use: lent to 8 individuals and 18 libraries, 143 volumes. Borrowed from 28 libraries, 956 volumes.

Such current records as these must arouse a distinct sense of envy in the American librarian who is familiar only with yearbooks of a different sort. But it must be remembered that the German system divides the field of librarianship into distinct areas. The institutions and personnel covered by this *Jahrbuch* are only those on the scholarly level. The Verein is likewise a learned society rather than a vocational guild. It includes, metaphorically speaking, physicians, but not nurses. This official annual is therefore concerned with professional data and leaves untouched the propaganda interests of the organization or its members. So many pages are devoted to the description of resources and activities in terms of quality, and of persons in terms of education and experience, that no space is left for such things as are irrelevant to the main issue.

PIERCE BUTLER

UNIVERSITY OF CHICAGO

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*Censorship and the public library, with other papers.* By GEORGE F. BOWERMAN. New York: H. W. Wilson Co., 1931. Pp. 298. \$2.75.

"A librarian, more than almost any one else, knows that too many books are published. Why, then, add to that number one consisting for the most part of reprinted papers?" With these witty and modest words of dispraisal Mr. Bowerman introduces himself to his reader.

Why, indeed! Because librarianship needs books of this kind. Because a selection like this is the sole method by which a busy veteran can record the general effect of his long years of professional experience. If he had the time to write us a formal treatise of general theory his occasional papers might well be forgotten. But this cannot be; so a collected volume of essays must serve instead as a composite picture. The things that a man has written about are things which he has deemed important. What he has said about them incorporated the essence of his professional philosophy. Surely a generalized picture formed in thirty-five years of professional activity is a significant fact for any theory of professional science. In a day such as this with its emphasis on numerical data, statistical manipulation, and logical rigor it is easy to forget that there is an integration of values in mature personal judgment more subtle than science itself.

No social phenomenon can ever be isolated completely. Every social institution contains a large element of compromise. When objective research has said its last word, its results must be corrected by a coefficient for historical origins. No modern social process can be honestly appraised in ignorance of the purpose of those who established it. Knowledge of this is usually obtain-



able only in the personal records of former participants. There one should attempt to discover not so much the quality of past judgment as its determining motives.

Mr. Bowerman's book must be read as a whole. Its total effect is more than the sum of its individual papers. One will find here, perhaps, as the most striking quality what at first may seem a cynical bias. But closer study will prove this is only the inevitable moderation of an enthusiasm that has been tempered by long contacts with concrete reality.

PIERCE BUTLER

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

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*University extension and the library. How extension divisions and public libraries can help each other.* A report prepared by MARY B. ORVIS, secretary of the Indianapolis Center, Indiana University Extension Division, for a Joint Committee on Co-operation of the National University Extension Association and the American Library Association. Chicago: American Library Association, 1931. Pp. 15.

As this is a report compiled from the answers to a questionnaire sent in 1929 to all the extension divisions belonging to the National University Extension Association, it naturally assumes a very definite outline, a frame to which bundles of information are attached. It is largely a statement of practice. Those who wish to know how others are handling library problems involved in university extension will rejoice over this clear and concise presentation of policies and methods.

More than half of the pamphlet is devoted to the needs of the university extension student and how those needs are cared for by the various agencies to which he may apply. The agencies are the university library and its extension division, the extension division of the university, the state library or the state library commission, and the local library. A few large public libraries also offer extension service, as do certain county libraries and some teachers' colleges. Co-operation between these organizations is urged.

"Types of library materials used," and "Package libraries and other aids" are the headings of two paragraphs which discuss very briefly these aspects of the question. The final subject considered is publicity. Here the librarian has an opportunity that has rarely been exploited.

To quote the conclusion in part:

Closer contact between librarians and extension workers is obviously desirable. . . . Directors themselves have failed to emphasize the necessity for gaining the cooperation of librarians in the two highly important matters of supplying books for extension students and in giving publicity to extension services. . . . It is to be hoped that the university extension movement . . . may soon enter into a fuller and more perfect degree of cooperation with all agencies for adult education and with the public library in particular.

At the end of the pamphlet are two summaries: one for the extension worker, the director, or teacher, and the other for the librarian, especially the librarian of the local public library. In the first of the summaries, there are listed sixteen concrete suggestions; and in the second, twelve. If these suggestions are adopted by a considerable number of those concerned, it will facilitate the development of this division of library activity.

F. L. D. GOODRICH

COLLEGE OF THE CITY OF NEW YORK

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*Science booklists.* Nos. 1-27. Washington, D.C.: American Association for the Advancement of Science, 1931. \$.05 per copy; \$.30 for set of 27 booklists.

The purpose in compiling these booklists was "(1) to select and describe a few authentic and especially interesting books acceptable to the 'general reader'; (2) to supplement these with several introductory treatises in understandable style; and (3) to suggest a group of text-books for more advanced study by ambitious amateurs, or persons studying by themselves." The method used in developing the lists is described in the January 1, 1932, number of *Science*, pages 20-22. The individuals co-operating in these compilations all enjoy a reputable status within their professions, and the results reflect it.

The scope of the lists is very broad, embracing such general topics as "Science in the world today," "The History of science," and "The Teaching of science"; somewhat less general fields, as "Chemistry of today," "Modern physics," and "Biology"; and particular aspects of scientific endeavor, as "Wild flowers," "Fishes and reptiles," and "Evolution and heredity." As bibliographies the *Science* lists go far beyond the "Reading with a purpose" series. They are much more extensive, but, even so, they emphasize the absence of authentic literature for the reader who is deeply interested in scientific progress, but whose intellectual attainments are not commensurate with his interest. This, of course, is nothing against the lists, but it does mean that their use is limited to the "general reader" who is capable of understanding the contents of the titles included.

Although the lists were not made with specific reference to an educational objective, they are well suited to this purpose. But in this connection it may be well to point out the danger that mere reading may be confused with understanding, or learning. That is to say, these lists admirably take care of the content side of learning. Perhaps no less important, from the standpoint of education, is the aspect of method, and here the opportunity looms large for the librarian who conceives of his function as something more than handing out books.

LEON CARNOVSKY

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

*The Superintendent makes a discovery. The answer to the rural school reading problem.* By LUCILE F. FARGO. Chicago: American Library Association, 1931. Pp. 32. 10 copies, \$1.00; 50 copies, \$4.00; 100 copies, \$7.00; 500 copies, \$30.00.

In this pamphlet Miss Fargo presents a mythical county superintendent being conducted on a tour of an equally mythical county library system, in the course of which he is completely won over from a state of doubt in the workability of the program to a state of fervent enthusiasm. As a marginal note informs us, "he goes home to boost for a county library."

The author knows all the arguments for library consolidation, and she presents them clearly, if at times too graphically. The perfection of her county library system is almost fictional, and perhaps to that extent lacking in conviction. Whether other county superintendents will be carried away as completely as was Aaron (Fargo) Arnold may be open to question; but that county librarians may learn much from this pamphlet can hardly be doubted.

LEON CARNOVSKY

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

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*The Huntington Library bulletin*, No. 2, November, 1931. ("Huntington Library publications.") Cambridge, Massachusetts: Harvard University Press, 1931. Pp. 176.

The second number of the *Huntington bulletin* continues the policies begun in the first. These have already been discussed by the present reviewers.<sup>1</sup>

Of the papers contained in the new issue three seem particularly significant for any librarian reader. Anthony J. Gabler's "Check list of English newspapers and periodicals before 1801 in the Huntington Library" is a bibliographical record of permanent value as well as a list of this particular collection. In the course of his labors Mr. Gabler has become involved in a bibliographical problem for which no general solution yet devised is wholly satisfactory. He desires, very naturally, to anticipate the needs of the student who requires the periodical literature of a particular time rather than the files of any particular periodical. In any large reference library the reference need is probably more often described in such a formula as "What newspapers have you for 1713?" than in a request for the *London gazette* or the *British merchant* of that year. In a small collection this need is completely satisfied by a graphical chart on which one co-ordinate is chronological and the other, the titles of the periodicals available. For so extensive a series as the Huntington newspapers, a chart of this kind would be too enormous. Mr. Gabler accordingly adopts another method in his "Chronological index": He divides his field into periods (for the most part, by decades) and sets off in transitional sections

<sup>1</sup> *Library quarterly*, II (1932), 87-88.

whatever files overlap his arbitrary boundaries. The result is distressingly complicated but it does work, as will be discovered by anyone who consults it experimentally.

Sir William Beveridge, writing under the title, "Some explorations in San Marino," describes his examination of various manuscript collections of the Huntington Library, in search of data relevant to his studies in economic history. His incidental description of the series he has handled—Battle Abbey, Stowe, Huntingdon, Ellesmere, and other manuscripts—adds materially to our knowledge of the contents of the Library. But far more interesting to librarians at large is his final note on "The Huntington Library as a place of research in English history." Here Sir William puts into words a thought that has occurred to many scholars: "If the documents of the Huntington Library could be accessible to the public but located in London, their study would be more easy and more rapid." "But," he adds, "this is not the whole of the story." Nor is it. European bookmen are so often volubly indignant over the movement of literary material to these shores that the conscience of American librarians has become needlessly tender to the subject. We would, therefore, do well to ponder this English scholar's pregnant words in defense of America's claim to some portion at least of these heirlooms of our own culture.

In his paper on "Elizabethan proof corrections" with its eight plates of facsimile, Professor Tucker Brooke has supplied a long-needed datum in bibliographical study. It would sometimes seem that half of the dealers in Europe offer, at least once in each decade, a volume which they say has been corrected for guidance in the printing of a revised edition. Invariably this turns out to be no more than a copy in which some former reader has amended the obvious typographical errors. But now at last we have an authentic specimen which allows closer access to the English compositor at work in 1600 than has hitherto been possible. For this every bibliographer will be duly grateful.

PIERCE BUTLER

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

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*The Book-collector's quarterly.* Edited by DESMOND FLOWER and A. J. A. SYMONS. No. IV, October, 1931. London: Cassell and Co., Ltd., 1931. Pp. viii + 123. 12s. 6d. for one year.

No librarian should assume too hastily that because this new quarterly is the official organ of the First Edition Club of London it can contribute little to the discussion of his professional problems. After all, the collector is a librarian; his collection may serve but one reader, himself, and minister only to particular interests, his own, but it is still a library. Papers on enumerative bibliography, bibliographical history, the aesthetics of book-design, and conditions in the book-market must be of interest to every librarian, whether his public is a single individual or a whole community.

In this fourth number, completing its first year, the *Quarterly* prints eight major contributions of which four, at least, are informative even to professional bookmen who are not also collectors: Graily Hewitt points out that printing cannot quite completely take the place of calligraphy. His theme, "the abiding charm of manuscript and its propriety for not a few of the occasions of today," merits a thoughtful consideration. Mr. W. Turner Berry inaugurates a proposed series of convenient bibliographies on book-collecting and book construction, with a list of "Books on type and typefounding." Here one is first struck by some astonishing omissions. Tory's *Champfleury* is not mentioned in either its earlier editions or in Roger's reprint. Dürer's reprints are listed but not their originals. For two of the most important works on the subject only the rare first editions are cited though De Vinne's *Moxon* and Updike's *Mores* are comparatively quite accessible. Desmond Flower, "On Music printing: 1473-1701," rewrites a story that has been told before. Yet he does it so well, and in so brief a compass, that his service should not be undervalued. Finally, in the *Bookseller's register* the editorial staff has prepared an annotated list of recent dealers' catalogues of obvious utility.

It is also worthy of note that in the preliminary "Editorial note" to this number the Dean and Chapter of York Minister are double-dared to justify the secret sale of books from their Library. This is of special interest to the transatlantic reader, for one is told that the books in discussion have already been brought to America.

PIERCE BUTLER

UNIVERSITY OF CHICAGO

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*Plutarch's Quyetē of mynde.* Translated by THOMAS WYAT. Reproduced in facsimile from the copy in the Henry E. Huntington Library. With an Introduction by CHARLES READ BASKERVILL. ("Huntington Library publications.") Cambridge, Mass.: Harvard University Press, 1931. Pp. xv+[56]. \$2.50.

The publication of a facsimile of a rare book renders the work available for study everywhere and assures the preservation of the text even though some disaster should overtake the original volume. It is gratifying for these reasons to see the Huntington Library include among its "Publications" reproductions of some of its treasures. To date, three volumes have appeared in this series: a type facsimile of the 1648 *Laws and liberties of Massachusetts* (1929), a collocation facsimile of the First Quarto of *Hamlet* (1931), and the reproduction under review.

*Tho. wyatis translatyon of Plutarckes booke/ of the Quyetē of Mynde* (from Budé's Latin version) was offered by the translator to Queen Catherine—who because of Henry's usage was no doubt in great need of the consolations of philosophy—as a New Year's gift for 1528 and was printed probably later in the same year by the king's printer, Richard Pynson. The work is important

not only because it is the first rendering into English of a formal Greek treatise on philosophy but also because it shows the poet, Wyat, in the rôle of a prose translator. It has survived, however, apparently in but one exemplar, the Britwell Court copy now preserved in the Huntington Library, and until recently even the existence of the translation was virtually unknown. This accurate heliotype reproduction with Professor Baskervill's concise discussion of the work and its place in English thought and letters will no doubt interest students both of English literature and English printing.

EDWIN ELIOTT WILLOUGHBY

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

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*A Quarter century of learning, 1904-1929, as recorded in lectures delivered at Columbia University on the occasion of the one hundred and seventy-fifth anniversary of its founding.* New York: Columbia University Press, 1931. Pp. 380. \$3.50.

As librarians are assumed to know something about everything or to know where it can be found, no good book of the "survey" type should be unknown to them. Here is one such; and in a day of hyper-specialization when all knowledge is being broken into small and even smaller bits, about each of which more and more is written, not even the superlibrarian can do more than keep pace with the all-too-few synthetic, semipopular progress reports.

In this book seventeen Columbia professors present seventeen lectures, each an hour long, on history, economics, sociology, government, jurisprudence, psychology, education, college administration, letters, classical studies, architecture, biology, medicine, chemistry, physics, engineering, and geology. Their purpose is to survey the progress of university learning in these subjects, 1904-29, throughout the world, with special emphasis on America.

The book falls far short of covering all learning, but criticism from the unsuccessful seeker for chapters on fine arts, philology, philosophy, religion, geography, or mathematics is barred by the prefatory statement that subjects treated are but arbitrarily chosen samples of the whole field. And inevitably the monographic treatment sacrifices uniform high excellence to expertness and authority.

Perhaps America is a shade too much emphasized in certain chapters, and it is not surprising that a similar suspicion as to Columbia University should grow into conviction as the reading proceeds. The most flagrant example of the latter is the lecture on architecture, in which a fluent and interesting general essay claiming everything for architecture, but saying nothing about the twentieth century, is followed by a glorified account of the Columbia University School of Architecture, which is apparently the only last-quarter-century item deserving mention.

Some chapters are models (letters and classical studies); one or two are

little more than bare catalogues of achievement or controversies; none lacks interest and information, and nearly all are eminently readable.

Many librarians will feel that this book should contain a chapter on bibliography—a subject which in the last quarter-century has gone forward as fast and as far as any of those treated. That learning, instead of being overwhelmed by its own printed fruits, is effectively facilitated by better organization of great libraries; that through national and international bibliographical projects the world of print is recorded, mobilized, and interpreted in library catalogues union and subject lists, and by personal services; that practitioners in many subjects—the social sciences, chemistry, and engineering, for example, are systematically kept abreast of the vast current literature—all this is due to the recent invention and improvement of library technique and the perfecting of bibliographic method. Such a drilling into order, serviceableness, and quick availability of the materials of scholarship and research would seem to merit a few pages in any account of the advancement of learning.

J. I. WYER

NEW YORK STATE LIBRARY

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*The Culture contacts of the United States and China: the earliest Sino-American culture contacts, 1784-1844.* By GEORGE H. DANTON. New York: Columbia University Press, 1931. Pp. 133. \$2.00.

There have been a number of publications attempting to trace the relationship between the United States and China, but they deal chiefly with either commercial or political questions. From the standpoint of cultural contact, Professor Danton's work can be safely called a pioneer contribution. During the last hundred years China has undergone a vast change not only socially and politically but also culturally. In a sense, the signing of the Nanking Treaty in 1842 marks the collapse of the old Chinese civilization and the beginning of the influx of Western culture into the Middle Kingdom. The sources from which the new culture has come and the extent to which China has been attempting to transform herself into a new nation affords a subject for most profitable study. The author has perceived that American influence has played an important rôle—perhaps the outstanding one—in the westernization of China, and realizing this he has devoted himself for more than a decade to this investigation of the cultural contacts between the two countries.

This work is to be issued in two volumes of which only the first, covering the early period from 1784 to 1844, has appeared. Within this period China was scarcely aware of the existence of the United States as a separate nation in her hazy conception of the West; or rather she looked upon all foreigners as a single group and assigned to them the name of "Westerners." Undoubtedly the original records concerning these sixty years are meager. Yet the author has attained remarkable success in assembling them. His failure,



however, to cite Chinese sources in support of his statements concerning the reaction of the Chinese toward the Americans in this period casts some doubt upon the finality of his interpretations. He does present some quotations from the letters of Chinese school boys to their American teacher (p. 65), but those are the last statements he should have selected for reference because they are merely "expected" answers.

Although the author employs the word "culture" in the title, he has nothing convincing to justify it in the contents of this first volume, for the text merely deals with the early contacts between individuals of the two countries. On account of the insufficiency of facts available for interpretation and the lack of a synthetic study of them by the author, the separate printing of this volume, which contains but 114 pages of the main text, can hardly be justified. It might have been included as preliminary or introductory chapters in the proposed second volume. The present form has neither met the expectations of the readers nor has it fulfilled the author's promises.

Despite the unsatisfactory features of the book, it possesses one very admirable quality for which the author deserves praise, namely, his fairmindedness and impartiality in presenting the facts. For this reason, these few chapters offer good material to students who are interested in the early contacts of the United States and China.

C. W. TAAM

UNIVERSITY OF CHICAGO

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The following publications have been received at the offices of the *Library quarterly*:

- Standard catalog for public libraries: fiction section.* Compiled by CORINNE BACON. ("Standard catalog series.") New York: H. W. Wilson Co., 1931. Pp. vii+207.
- The Extension program of the Public Library of the District of Columbia, 1932-1946.* Published by direction of the BOARD OF LIBRARY TRUSTEES. Washington: U.S. Government Printing Office, 1932.
- Unemployment.* By AARON DIRECTOR. ("Reading with a purpose," No. 66.) Chicago: American Library Association, 1932. Pp. 54.
- American educators of Norwegian origin: a biographical dictionary.* By JOHN A. HOFSTEAD. Minneapolis: Augsburg Publishing House, 1931. Pp. 316.
- Books for tired eyes; a list of books in large print.* Compiled by CHARLOTTE MATSON. 2d ed. Chicago: American Library Association, 1931. Pp. 58. \$0.50.
- The Five laws of library science.* By S. R. RANGANATHAN. With a Foreword by SIR P. S. SIVASWAMI AYYER and an Introduction by W. C. BERWICK SAYERS. Madras: Madras Library Association; London: Edward Goldston, Ltd., 1931. Pp. xxxii+458+vi.



*A History of early American magazines, 1741-1789.* By LYON N. RICHARDSON. New York: Thomas Nelson & Sons, 1931. Pp. xi+414. \$5.00.

*Standard catalog for public libraries: annual supplements.* Compiled by MINNIE EARL SEARS. ("Standard catalog series.") New York: H. W. Wilson Co., 1931.

*Standard catalog for public libraries: literature and philology section.* Compiled by MINNIE EARL SEARS. ("Standard catalog series.") New York: H. W. Wilson Co., 1931. Pp. xi+242.

*The Religious aspects of Swedish immigration: a study of immigrant churches.* By GEORGE M. STEPHENSON. Minneapolis: University of Minnesota Press, 1932. Pp. viii+542. \$4.50.

*Books and their history shown to the children.* By R. N. D. WILSON. London and Edinburgh: T. C. & E. C. Jack, Ltd. Pp. 112. 3s. 6d.

*American life in architecture.* By PHILIP N. YOUTZ. ("Reading with a purpose," No. 55.) Chicago: American Library Association, 1932. Pp. 47.



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